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## A Study of the Relationship between the Educational-Instructional Emphasis and the Administrative-Managerial Emphasis in the Role of the Illinois School Principal

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**A STUDY OF THE RELATIONSHIP BETWEEN  
THE  
EDUCATIONAL-INSTRUCTIONAL EMPHASIS  
AND THE  
ADMINISTRATIVE-MANAGERIAL EMPHASIS  
IN THE ROLE OF THE  
ILLINOIS SCHOOL PRINCIPAL**

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**April 8, 1989**

**DISSERTATION ABSTRACT**

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The purpose of this study was to determine the activities performed by the Illinois school principals both on the secondary and elementary levels. Utilizing demographic surveys, various aspects of the principals' personal characteristics, the characteristics of the particular schools and communities, and the perceived activities and roles of the principals were identified. Actual time allocations to each of the activities were identified through an analysis of time logs maintained and submitted by each of the identified Illinois principals. Each activity was classified under one of eleven predetermined functions: personnel supervision, planning, professional development, program development, school and building maintenance, student activities, student behavior, community activities, district office activities, teacher activities, and personal activities. Each function was classified under one of three categories: educational-instructional, administrative-managerial, or personal activities. The influence of principals' personal characteristics, the characteristics of the particular schools and communities, and the perceived activities and roles identified through the surveys were analyzed as to their effects on the time allocations for each of the identified activities, functions, and categories for the elementary principals, secondary principals, and a composite of the two.

The second purpose of the study was to classify the Illinois school principals as either educational-instructional or administrative-managerial leaders. Before the classification could occur, the definition of the "instructional leader" had to be refined, identifying instructional activities as those directly related to the actual educational activities involved in instruction and curriculum, hence \*educational\* instructional. The definition of "managerial leader" was

refined to include those activities not directly related to curriculum and instruction, hence \*administrative\* managerial.

Once having refined the definition of instructional and managerial leadership, having identified and classified the activities, and having classified the principals as either educational-instructional or administrative-managerial, the third purpose of the study became quite simple. That was to determine whether or not the mandate of the Illinois Educational Reform Act that the Illinois principals allocate a majority of their time to instructional activities is adhered to, and whether or not the mandate was realistic.

The majority of Illinois school principals were discovered to have a preference for those activities with an educational-instructional emphasis and perceived themselves as educational-instructional leaders. Analysis of the time logs indicated that the actual time allocation was directed towards those activities with an administrative-managerial emphasis rather than those with an educational-instructional emphasis in a ratio of three to one respectively, classifying the Illinois school principal as an administrative-managerial leader. Almost one-third of the time allocation is directed towards those activities involved in school and building maintenance. No significant difference was discovered between the elementary and secondary principals in terms of time allocation to specific functions. A difference did exist in the actual time allocation for activities within each function.

The personal characteristics identified through the demographic surveys identified sex, number of years as a principal, number of years in administration, size of the community, and the degree of central office intervention as having

significant influences on time allocation and role emphasis. The degree earned, the number of students, and the number of teachers assigned to each building did not show significant influences in time allocation and role emphasis.

The percent of time allocation to a particular emphasis indicated that the Illinois school principals do not adhere to the mandate of the Illinois Educational Reform Act. The study concludes that since many of the role determining variables are not within the control of the Illinois school principal, the mandate of the Illinois Educational Reform Act is reasonable in philosophy, but is not reasonable in reality. The study also concludes that administrative-managerial activities are vital to the effective functioning of the school and the production of effective learning environments as are the educational-instructional activities. One goes hand-in-hand with the other.

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# **CHAPTER I**

## **INTRODUCTION AND METHODOLOGY**

A former colleague maintained the philosophy that if you cannot give the reason why you do something, then there is no reason for attempting it in the first place. Why then the time and effort expended on the completion of the following study? One principal who declined to complete either the survey or the time log for this research wrote, "One of the problems with education today is the false need for doctors of education. It seems that everybody and their dog must conduct often useless research to perpetuate the university system." Hopefully, the attitude expressed by the individual is not universal. The purpose in the preparation and the two-year analysis of the attached materials and information is not a useless endeavor. Having spent eighteen years in post-graduate work and being employed in the educational system, has broadened the mind and developed talents for achievement and visible success.

The purpose of the research is not to simply "perpetuate the university system," but to offer knowledge of existing problems, situations, and possible solutions to a complex field of endeavor not only to this doctoral candidate, but to fellow administrators. The socialization process of the novice principal can be exceptionally hazardous. All individuals make mistakes at one time or another. One should learn by one's own mistakes, but should also learn from the mistakes experienced by others.

One principal expressed a concern regarding the validity of the reported time logs, "...in light of the Mandate of Educational Reform, I think few principals would record less than 51% of their time spent in instructional



supervision." Having personally completed similar tasks, I am fully aware of the time and effort necessary in maintaining a daily, let alone a weekly time log. Many of the principals that responded to this project indicated a sincere concern over the data to be analyzed. They went out of their way to include by mail or by telephone conservation additional materials not specifically requested, but could be helpful in this study. The responses represent honest, good natured answers and data, indicating activities ranging from washroom breaks to head lice checks and program analysis. For those principals completing time logs, the format of their logs indicates time, patience, and a true effort to relate information that could benefit a perpetuation of knowledge and the true nature of the school principal.

## Statement of the Proposal

An emphasis has been created indicating that in the maintenance of an effective school, the principal must enact the role of the "Instructional Leader." Ideologically, working towards or existing as an instructional leader indicates a dedication to the instructional and learning processes that should exist in the school setting. The problem is interpretation and definition of not only who the instructional or managerial leader is, but just what is instructional leadership? What constitutes the difference between instructional and managerial activities?

It is the purpose of this research to narrow the scope and design of the determinants of instructional and managerial leadership, in order to develop a clearer understanding of Illinois school principals and the roles that they play.

Social psychologists suggest that in order to determine a clear picture of self, one must consider the public self: how one is viewed by others, how one is viewed by oneself, and how one is expected to be viewed. Combining the three factors determines the "actual self" as it truly exists. The data, conclusions, and suggestions of this dissertation are an attempt to determine the "actual principal" by investigation the daily activities and routines of the Illinois school principal in the school setting.

Analyzing the role of the Illinois school principal in terms of a delineation between the instructional and managerial roles redefines the instructional and managerial image. Redesigning the terms as educational-instructional and administrative-managerial denotes determining factors in the categorization of the activities: educational or those pertaining to learn-

ing, curriculum, and instruction; administrative or those activities related to the maintenance of the school facility and operations.

Senate Bill 730, or the Educational Reform Act, dictates that the Illinois school principals maintain a majority of their activities in instructional leadership, a 51% emphasis, as compared to managerial leadership, a 49% emphasis,<sup>1</sup> creates a dilemma because a definition or model for instructional leadership and managerial leadership activities has not been clarified. ✓

It is from this perspective, that I embark upon my research to formulate a comparative description of the role of the elementary and secondary public school principals in Illinois, in relation to the mandates of the Education Reform Act. This comparison, similar to the study conducted by Jane Stallings and Georgia Mohlman,<sup>2</sup> will consist of an identification of elementary and secondary principals' roles from an instructional orientation, henceforth referred to as the EDUCATIONAL-INSTRUCTIONAL EMPHASIS. Those roles once defined as educational-instructional will be analyzed in comparison to the role of the school principal as a managerial leader, henceforth referred to as the ADMINISTRATIVE—MANAGERIAL EMPHASIS. By utilizing surveys similar to those used by the National Association of Secondary School Principals in 1977,<sup>3</sup> and the principal maintained time-logs described

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<sup>1</sup>Illinois State Board of Education, "An Act in Relation to Educational Reform and the Financing Thereof," (Springfield, July, 1985) p. 4.

<sup>2</sup>Jane A. Stallings and Georgia Mohlman, "School Policy, Leadership Style, Teacher Change, and Student Behavior in Eight Schools," (California: Stallings Learning Center, Sept., 1981).

<sup>3</sup>David R. Byrne et al., "The Senior High School Principals, The National Survey," (Virginia: NASSP, 1978) pp. 65-84.

by Gilbert R. Weldy,<sup>4</sup> I intend to establish the time management allotments used by Illinois school principals and determine if the mandates of the Educational Reform Act are already in existence.

The previous research would indicate that a clear, and true delineation of the role of the school principal is described in a variation of techniques, dependent on the frame of reference of the observer and investigator. One aspect of the definition is characterized by the qualities of the individual employed in the role of principal. Another aspect is characterized by the tasks and general responsibilities associated with the position of school principal. Still another is characterized by the activities actually performed by the principal as interpreted by other administrators, teachers, students, community, or the individual principal.

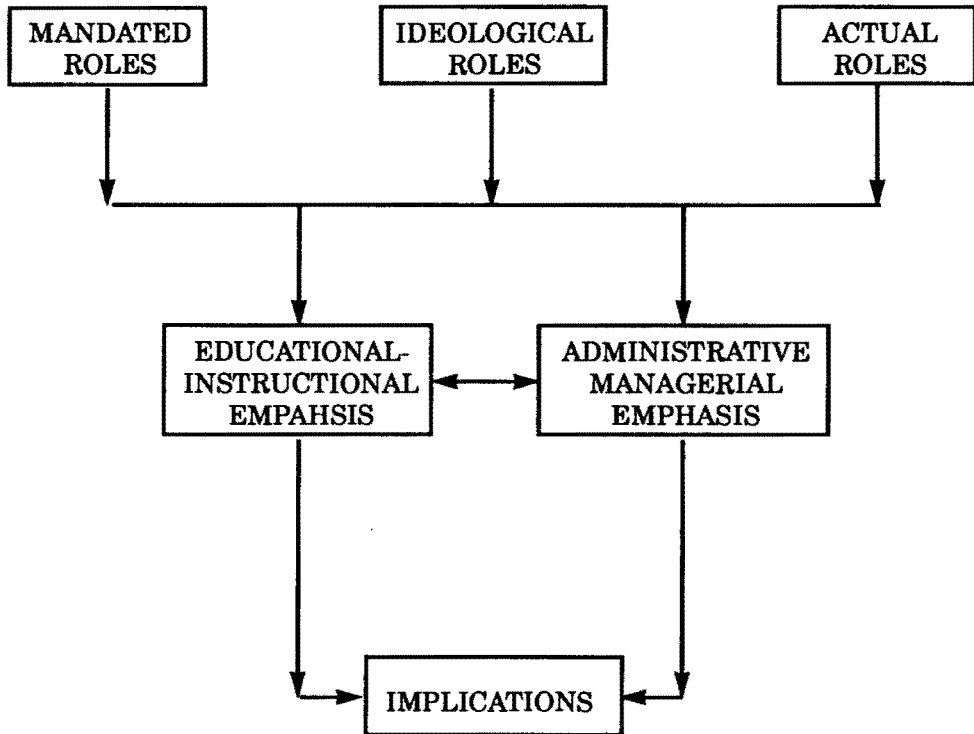
From the results of an ERIC search and an investigation of related materials and readings, I have not as yet discovered a clear-cut definition of who the educational-instructional leader is or what he/she does in the school systems located throughout Illinois. By utilizing the tools designed for this research project, I propose that the actual tasks of the school principal will be revealed, characterizing the Illinois principal as one who maintains an educational-instructional or administrative-managerial emphasis. I further propose that this research shall effectively refine the specific job description of the public school principal as it exists in Illinois (figure 1).

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<sup>4</sup>Gilbert R. Weldy, Principals, What They Do and Who They Are, (Virginia: NASSP, 1979) pp. 65-71.

## CONCEPTUAL FRAMEWORK

### THE ROLE OF THE SCHOOL PRINCIPAL



(Figure 1)

## The Sample

The data for this research was collected through an analysis of one thousand surveys and time log formats sent to one thousand principals throughout Illinois picked by a random table of numbers. A listing of principals published in 1986 by the Illinois State Board of education indicates that there exists a total of four thousand four schools throughout Illinois; one thousand two hundred seventy-six secondary schools and two thousand seven hundred twenty-four elementary schools.<sup>5</sup> The principals from the listed schools were selected on a thirty-two percent to a sixty-eight percent basis of secondary and elementary principals respectively. Of the two hundred forty-five responses, one hundred thirty-six were found to be usable for the purpose of this project: forty-six usable responses from secondary school principals (thirty-four percent) and ninety usable responses from elementary school principals (sixty-six percent) proportionately representative of the number of secondary and elementary principals in Illinois and of the one thousand principals sampled.

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<sup>5</sup>Illinois State Board of Education, "Listing of Public Schools by School," (Illinois: ISBE, 1986).

## Demographic Analysis

An in-depth survey was sent to each of the identified principals in Illinois requesting information regarding sex, age, experience and so on (see Appendix). The surveys instrument was designed based on a composite of previous survey conducted by the National Association of Secondary School Principals in 1965 and 1977<sup>6</sup> and two similar survey instruments utilized in 1985<sup>7</sup> by Gordon Cawelti and the Association for Supervision and Curriculum Development.<sup>8</sup> Utilization of similar validated instruments not only provided reliability to the instrument and question design, but allowed the opportunity to analyze the acquired data in relation to past research and findings. It must be noted that the data gathered is identified in terms of the percent of the principals in either the elementary or secondary categories that responded to the particular question.

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<sup>6</sup>Byrne, pp. 65-84.

<sup>7</sup>Gordon Cawelti, "Elementary Curriculum Trends Survey," (Virginia: ASCD, Sept., 1985) pp. 1-6.

<sup>8</sup>Gordon Cawelti, "High School Trends Survey," (Virginia: ASCD, Sept., 1985) pp. 1-8.

## Time Logs

Phase one of the time log analysis was to devise a listing of start-up codes in order to categorize each function performed by the individual principals. From readings and research, a listing of functions and codes from each function was developed:

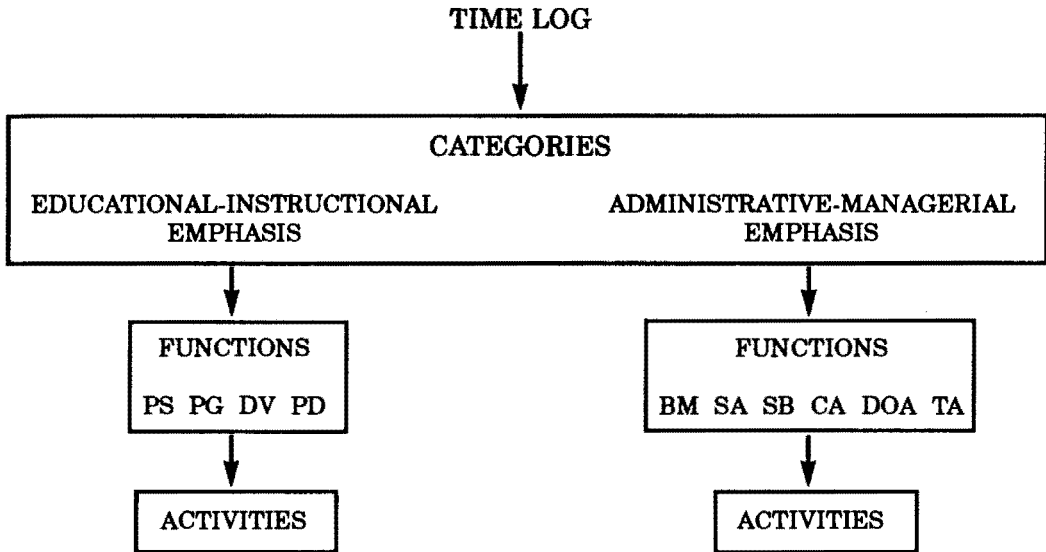
- M/BM Managerial/School Management
- I/PS Instructional/Personnel Supervision
- M/SA Managerial/Student Activities
- M/SB Managerial/Student Behavior
- I/PG Instructional/Planning
- I/DV Instructional/Program Development
- M/CA Managerial/Community Activities
- I/PD Instructional/Professional Development
- M/DOA Managerial/District Office Activities
- M/TA Managerial/Teacher Activities
- P Personal Activities

With a wide range of definitions of instructional leadership existing, it was necessary to decide what elements would characterize each function as educational-instructional or administrative-managerial. The intent of the categorization was to include all activities found to be directly related to instruction and curriculum as educational-instructional leadership activities. All others were found to be directly related to the running of the school activity and communicating with individuals outside of the school setting. These functions were not directly related to instruction and curriculum, characterizing them as administrative-managerial leadership activities. Personal activities were found not to fall into either instructional or managerial leadership styles and was treated as a separate entity.

Once having identified the functions of the school principal, and having characterized those functions as educational-instructional or administrative-managerial, the next step was the classification of activities within each



function. Once the activities were identified as one of eleven functions, the amount of time (percent) that the principal allocated to that activity was calculated.



(Figure 2)

Phase two of the time log analysis was to analyze each individual time log (Figure 3), indicating the category and the amount of time, expressed in minutes that each principal allocated to a specific activity by using an activity-category matrix (Figure 4).

TIME	ACTIVITY
7:50	Arrived at school
8:00	Check both bldngs for teachers and students
8:30	Call parents (students absent)
8:45	Fill out monthly hot lunch repotrts for reimbursement
9:45	Go over 9 wk grades turned in by teachers
11:00	Check primary lunch and noon recess for supervision
11:45	Check high school lunch for supervision
12:15	Check attendance
12:30	Visit third grade room 30 min.
1:00	Log visit and set up discussion time with teacher
1:20	Call IHSA for ruling on two students
1:30	Talk to 2 students about discipline problem
1:50	Prepare schedule for parent-Teacher Conference
2:20	Move VCR for clasroom teacher
2:30	Visit with speech teacher about referrals
2:50	Talk to parent about student problem in English II
3:15	Primary dismissal, check buses and supervision
3:30	High school dismissal, check buses and supervision
3:40	Visit with primary teacher/prob during day if any
4:00	Check bldng-coaches here, bldng locked, students out
4:30	Leave
5:30	Back for volleyball game

(Figure 3)

ADMINISTRATIVE FUNCTIONS											
PRINCIPAL 739											
ACTIVITY	M/BM	I/PS	M/SA	M/SB	I/PG	I/DV	M/CA	I/PD	M/DOA	M/TA	P
off duties	10										
bldng sup	60										
paperwork	60										
rvw grades					75						70
lunch/pg sup	75										
attendance				15							
observations		30									
evaluation		20									
ihsa			10								
st/conference				20							
p/t conf							30				
mat/supplies	10										
t/conference		20		20							
p/conference				25							
bus sup	25										
volleyball gm			210								
TOTALS	240	70	220	80	75	0	30	0	0	0	70
PERCENTS	30.8	8.9	28.0	10.2	9.5	0	3.8	0	0	0	8.9

Total of 785 minutes

I=145=.185=18.5%

M=570=.726=72.6%

P= 70=.089= 8.9%

(Figure 4)

The activity-category matrix allowed immediate visual access to the information needed to determine the amount of time dedicated to each function. The matrix also provided access to the amount of minutes allocated to either the educational-instructional emphasis or the administrative-managerial emphasis. The total number of minutes reported by each principal was calculated as was a comparison of mean number of hours a principal enacted in fulfilling his/her role per day, the mean number of hours allocated to the educational-instructional emphasis, and the mean number of hours allocated to the administrative-managerial emphasis (figure 32, Chapter 4).

The sample time log for Principal 739, an elementary school principal, indicates that for that particular day a total of 785 minutes or just over thirteen hours was allocated to the particular school day. Of the 785 minutes, 145 (18.5%) were allocated to educational-instructional activities in planning and personnel supervision and 570 minutes (72.6%) were allocated to administrative-managerial activities in school management and student activities. The remainder of the time, consisting of seventy minutes or 8.9%, was allocated for personal activities, reviewing grades. The grades were those of his own children.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

The role of the school principal in education is viewed differently by the constituents involved whether they be parents, teachers, students, or board members. These "significant others"<sup>9</sup> develop needs, formulating demands on the school principal on a daily, weekly, monthly, and even yearly basis. The degree of the principal's success is dependent upon the frame of reference of the significant other involved.

On July 1, 1985, the Illinois House of Representatives approved the First Conference Report on Senate Bill 730. On July 2, 1985, the Illinois Senate passed the same Conference Report by a nearly unanimous vote. The Joint House/Senate Committee on Education had created a twelve-member committee and developed a set of standards and laws to be followed by the educators and school districts in Illinois. Chapter 122, paragraph 10-21.4a defines the principal's role:

The principal shall assume administrative responsibilities and instructional leadership, under the supervision of the superintendent, and in accordance with reasonable rules and regulations of the board for the planning, operation, and evaluation of the attendance area to which he or she is assigned.<sup>10</sup>

The section further stipulates:

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<sup>9</sup>Lloyd E. McCleary and Scott D. Thompson, The Senior High School Principal: A Summary Report, (Virginia: NASSP, 1979) p. 15.

<sup>10</sup>Illinois State Board of Education, "An Act in Relation to Educational Reform and the Financing Thereof," p. 4.

School boards shall specify in their formal job description for principals that his or her primary responsibility is in improvement of instruction. A majority of the time spent by a principal shall be spent on curriculum and staff development through both formal and informal activities, establishing clear lines of communication regarding school goals, accomplishments, practices and policies with parents and teachers.

School boards shall ensure that their principals are evaluated on their instructional leadership ability and their ability to maintain a positive educational and learning climate.<sup>11</sup>

The words are law, and the words are instructional leadership.

During a convention of the American Association of School Administration in the Fall of 1985, Charles A. Finn expressed a concern: "...the least generally recognized problem in educational reform is the identification of individuals for the position of principal who retain the characteristics of educational leadership."<sup>12</sup>

James Enochs compared failure in the role of the school principal who maintains a custodial or transactional leadership style (James McGregor Burns) of resolving conflict and crisis prevention to President Carter's speech in 1980. President Carter is accused of "not leading the government, just managing it!"<sup>13</sup> What is instructional leadership? The Educational Reform Act would define it as "improvement of instruction" consisting of an emphasis on curriculum, staff development, communication, educational goal setting, and

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<sup>11</sup>Ibid.

<sup>12</sup>Chester E. Finn, "Unsolved Problems of the Excellence Movement," The School Administrator, (Feb., 1986) pp. 14-17.

<sup>13</sup>James C. Enochs, "Up From Management," Phi Delta Kappan, (Indiana: PDK, Nov., 1981) pp. 175-178.

school/community relationships.<sup>14</sup> Lorri Manasse (1982) indicates that a principal dedicates eighty percent of available time on institutional tasks (managerial) maintaining a formal, business-like atmosphere while promoting a warm, supportive school environment. The instructional tasks are delegated to others who can best fulfill those tasks.<sup>15</sup>

Gilbert Austin (1979) defines an instructional or educational leader as one who has a personal vision of where the school is in relation to where it should be. The true instructional leader is one who has the expertise and the forceful character to make visions reality.<sup>16</sup>

An Oklahoma study (John Crawford, George Kimball, Pat Wilson, 1985) concluded from a Leadership/Climate Inventory given to 2500 teachers that instructional leadership is an administrative function of the principal's role. Teachers are responsible for instruction. The principal's responsibility is to facilitate the instruction by providing necessary materials and selecting qualified staff. The principal's role in instructional leadership was considered most effective in business management and resource allocation, not instruction.<sup>17</sup>

Joan Shoemaker and Raymond Pechione conducted a pre/post test analysis of seven schools in Connecticut in an attempt to determine from a

<sup>14</sup>ISBE, p. 4.

<sup>15</sup>Lorri A. Manasse, "Effective Principals: Effective at What?" Principals, (March, 1982) pp. 10-15.

<sup>16</sup>Gilbert R. Austin, "Exemplar Schools and the Search for Effectiveness," Educational Leadership, (Virginia: ASCD, Oct., 1979) p. 11.

<sup>17</sup>Joan Crawford et al., "Causal Modeling of School Effects on Achievement," (Oklahoma: Oklahoma City Public Schools, March, 1985) p.11.

measurable perspective what degree characteristics of school effectiveness are alterable. They defined principals as instructional leaders if they were capable of effectively communicating the mission of the school. Instructional leaders understand and apply the characteristics of instructional effectiveness in the management of the instructional program. The principal's activities in the instructional program include sustaining more frequent formal classroom visitations, leading formal and informal discussions of instruction and student achievement, emphasizing test results, communicating the teacher's responsibility for student achievement, involving instructional issues in faculty meetings, and solving internal problems with the assistance of the faculty without enlisting outside help.<sup>18</sup>

The instructional leader as defined by the National Association of Secondary School Principals is one who maintains the role in school improvement and becomes involved in the academic life of the school beyond the every day management of the daily operations of the school:

Instructional leadership is the principal's role in providing direction, resources, and support to teachers and students for the improvement of teaching and learning in the school.<sup>19</sup>

Steve Bossert (1984) states that the instructional behavior of the principal "is contingent upon the context in which the principal operates."<sup>20</sup>

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<sup>18</sup>Joan Shoemaker and Raymond Pecheone, "Are School Effectiveness Characteristics Alterable? A Connecticut Perspective," (Connecticut: Connecticut State Department of Education, April, 1984).

<sup>19</sup>James W. Keefe and John M. Jenkins, Instructional Leadership Handbook, Virginia: NAASP, 1984) Introduction.

<sup>20</sup>Steve T. Bossert, "Issues for School Improvement," a speech, (Utah: University of Utah, June, 1984).



By "shadowing" various principals, Bossert discovered particular similarities that exists regardless of the operational context. Summarizing his findings, the principal who can be described as an instructional leader, is a systematic enigma, active and always visible through a well-thought-out plan of daily routines that is always adhered to. The principal's conception of instruction and time-on-task is on the quality of learning taking place, not getting enough time for learning. The goal is improving the opportunity for learning. Class size is arranged to be appropriate to afford effective group management, to fit the activity or task. Pacing and sequencing of instruction, evaluation systems for feedback, setting standards, and articulation of curriculum across grade levels to formulate school-wide objectives and learning experiences become intertwining realities within the school setting.<sup>21</sup>

Barbara Guzzette and Michael Martin (1974) conducted a study of the behavior of elementary and secondary school principals throughout Colorado. Their premise for defining instructional behavior was by descriptively defining and measuring the frequency of performance of leadership tasks.<sup>22</sup> "Tasks that principals dream about, but do not achieve." (Roe and Rake, 1974)<sup>23</sup> In this case, they assumed that instructional leadership is an "elusive notion." Defining by function being a less complicated and more effective strategy.

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<sup>21</sup>Steve T. Bossert, "The Instructional Management Role of the Principal," Educational Administrative Quarterly, Vol. 18, No. 3, (Summer, 1982) p. 34.

<sup>22</sup>Barbara Guzzetti and Michael Martin, "A Comparative Analysis of Elementary and Secondary Principals' Instructional Behavior," (Colorado: Mid-Continent Regional Research Laboratory, Jan., 1984).

<sup>23</sup>William H. Roe and Thelbert L. Drake, & The Principals , (New York: McMillon, 1974) pp. 13-19.

Twenty percent of Colorado's principals responded to their questionnaire. From qualitative findings, they concluded that the tasks defining instructional leadership fall into one of eight categories:

**Teacher Support -** Providing opportunities for growth and rewards. Opportunities for growth are provided by allowing staff to take leadership roles in staff and curriculum development while providing release and planning time and resources. Rewards were discovered to be intrinsic in nature provided by the principal showing personal interest in staff, providing private praise and encouragement, encouraging peer and community recognition, and maintaining discipline support.

**Classroom Observations -** Observations fell into one of three categories providing formative and summative support. The most common method was the observation of the teacher in the classroom performing teaching strategies under the watchful eye of the principal. The second method consisted of the use of an additional teacher acting as an observer or being observed peers. The third was the use of modeled behaviors performed by the principal and observed by the teacher.

**In-service and Staff Development programs -** These programs were most widely used with the assistance of an outside consultant or a principal-led demonstration.

**Group Planning and Interaction -** These tasks were found to be used to implement participatory management and collegial interaction in problem solving, objective setting, and process assessment.

**External Events -** Utilization of methodologies and recommendations "forced" upon the school by outside sources such as the North Central Evaluation make available time and philosophies to afford changes in the system and in turn afford a chance for instructional growth.

**Evaluations and Conferences -** Input or feedback from teachers, students, and parents.

**School Climate Programs -** Survey results indicated most principals use diagnostic/prescriptive modes to implement effective school climate. Diagnosis involved the use of climate assessment instruments, usually professionally designed. The results were then used in a prescriptive manner to implement activities.

**Clinical Supervision -** A formative process discovered to be used by only a small number of principals and not described in detail.<sup>24</sup>

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<sup>24</sup>Guzzette, p.

School effectiveness studies through out the United States:<sup>25</sup> George Weber (1971), New York Office of Education (1974), Maryland Study by Gilbert Austin, Michigan Study by Wilbur Brookover, Delaware Study by Richard Venezky and Linda Wakefield, Philadelphia Study by Michael Kean, New Haven Study by Richard Murnane, and a study by the United States Office of Education in 1976, all indicate that success in schools occurred only when there existed evidence of a strong instructional leader or principal that effectively initiated, motivated and supported school improvement.

In an attempt to discover who the instructional leader is and what the instructional leader does, certain studies have been conducted that are ethnographic in nature utilizing an anthropologic approach of following a principal through his or her routines and activities over a specific time period of one week to two years. In one such study, Harry F. Wolcott, in 1967, identified a specific elementary principal and "shadowed" him for a two-year period.<sup>26</sup> In this descriptive study, Wolcott attempted to discover networks of relationships in the principal's "formal" and "informal" encounters between staff, parents, school officials, and students.<sup>27</sup> His study was an attempt to discover what was "going on" in the school setting as well as the role of the principal as a man outside the school setting.<sup>28</sup> He does identify the principal as one

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<sup>25</sup>Joan Shoemaker and Hugh W. Fraser, "What Principals Can Do: Some Implications from Studies of Effective Schooling," Phi Delta Kappan, (Indiana: PDK, Nov., 1981) pp. 178-182.

<sup>26</sup>Harry F. Wolcott, The Man in the Principal's Office, (New York: 1973).

<sup>27</sup>Ibid, p. 123.

<sup>28</sup>Ibid, pp. 35-74.

who is a “mediator rather than an innovator or commander,” with a major role in conflict resolution and prevention.<sup>29</sup>

In 1979, William J. Martin and Donald J. Willower conducted an inquiry into the managerial behaviors of five practicing principals over five-day time periods. Their strategy was to observe “task-performance patterns” of the principals and record what was observed. Their results indicate the various tasks performed, but identify the tasks as to the type of activities (meetings, phone calls, etc.) rather than a detailed description of what the purpose of the task happened to be. They do classify a principal’s task into one of five basic categories:

1. Maintenance Tasks (36.5%)
  - a. Scheduling
  - b. Transportation
  - c. Attendance
  - d. Parent information
2. Academic Tasks (7.6%)
  - a. Course content
  - b. Teaching strategies
  - c. Pupil personnel services
3. Pupil Control Tasks (12.9%)
  - a. Behavior
  - b. Monitoring
  - c. Touring
4. Extra Curricula Tasks (14.7%)
  - a. Overseer
  - b. Delegating

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<sup>29</sup>Ibid, p. 192.

## 5. Undetermined

- a. Personal tasks
- b. Unrelated to the school

They describe 17.4% of the principals' time as dedicated to instructional leadership: consultants, teacher evaluation, and logistical and organizational maintenance functions related to curricular articulation geared to a passive institutional focus. They conclude that even though instructional leadership did occur, the principals were more comfortable with the managerial aspects of their positions.<sup>30</sup>

Gilbert R. Weldy prepared a monograph in 1979, intended to describe and illustrate how secondary school principals actually spend their school day. Detailed time logs were written by various principals and daily activities were indicated. Weldy, then analyzed the minutes expended in various activities. He describes the principal as a:

Authority Figure  
 Student Advocate  
 Middle Manager  
 Educational Leader  
 Acknowledged Expert  
 Decision Maker  
 Problem Solver  
 Scheduler  
 Disciplinarian  
 Goal Setter<sup>31</sup>

He does not discriminate between the areas of managerial and instructional leadership.<sup>32</sup>

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<sup>30</sup>William W. Martin and Donald Willower, "The Managerial Behavior of High School Principals," Educational Quarterly, Vol. 17, No. 1, (1981) pp. 69-70.

<sup>31</sup>Ibid.

<sup>32</sup>Weldy, Table of Contents.

Valerie Bockman enlisted the use of the Leadership Opinion Questionnaire in 1972, to secondary school principals.<sup>33</sup> She concluded that the effective instructional leader maintains the leadership dimensions of consideration and structure. Consideration is the establishment of a climate of good rapport in conjunction with an appropriate method of two-way communication within the school setting. Structure is directed towards goal attainment, characterizing the school principal as one who is active and directive, utilizing the skills of planning, communicating, scheduling, criticizing, and experimenting.

William Sanson compares the principal's leadership role to that of a Latin American caudillo. The principal coordinates competent professionals through positional power. Conditions are then manipulated in order that teachers may be best utilized according to their professional expertise. That expertise is continually upgraded through the inclusion of new ideas and procedures introduced by the principal. The principal is dedicated to a mission. The followers or teachers are continually guided towards the protection of those goals or mission.<sup>34</sup>

In a study of elementary school teachers in Western New York by Robert Heichberger and James Young,<sup>35</sup> it was discovered that fifty-six per-

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<sup>33</sup>Valerie M. Bockman, "The Principal and Responsibility," Phi Delta Kappan, (Indiana: PDK, April, 1973) pp. 554-555.

<sup>34</sup>William E. Sanson, "The Principal and power," Phi Delta Kappan, (Indiana: PDK, April, 1973) pp. 553-554.

<sup>35</sup>Robert Heichberger and James M. Young, "Teacher Perceptions of Supervision and Evaluation," Phi Delta Kappan, (Indiana: PDK, Nov., 1975) p. 210.

cent of the teachers surveyed felt that a building principal should spend at least thirty-five percent of his/her time in supervising instruction. Forty-one percent indicated that the principal only spends twenty-five percent supervising instruction. Only two percent of the teachers indicated that the role of their principal was dedicated to instructional leadership even though seventy-five percent stated that the principal's most effective means of improving instruction was to study the school's needs and work with the faculty in solving instructional problems.

A related study was conducted in the Fall of 1983, by Gordon Cawelti and Janice Adkisson for the Association of Supervision and Curriculum Development. Four thousand elementary school principals were surveyed in a comparison of instructional time versus student achievement. An off-shoot or trend discovered was that teachers do not always have professional guidance conducted by an instructional supervisor or school principal.<sup>36</sup>

The National Association of School Principals published a three-volume report of a study conducted in 1977, and correlated with a previous study conducted in 1965, supported by the Rockefeller Family Fund.<sup>37</sup> The purpose of the study was to identify the nature of the principalship as well as the background and training of the principals from a normative-descriptive approach. The findings of the first part of the study, a random sample survey, indicated that the role of the secondary school principal has become more

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<sup>36</sup>Gordon Cawelti and Jane Adkisson, "Elementary Curriculum Trends Study," Curriculum Update, (Virginia: ASCD, April, 1985) p. 5.

<sup>37</sup>McCleary, p. v.

time consuming, demanding, and more conflict ridden than in the past.<sup>38</sup> A major impact on the principal's role in administration has been caused by new complexities, coordination of imperatives, and added responsibilities. The principal's time is spent more and more on management, student behavior, and district office activities in contrast to the instructional goals of program development, planning, and professional development.<sup>39</sup> Results stemming from the principals surveyed indicate a degree of dissatisfaction in the time allotment delegated to the roles that the principals actually performed compared to the allotment of time for roles that they preferred to be performing (figure 5).<sup>40</sup>

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<sup>38</sup>McCleary, p. 17.

<sup>39</sup>Ibid, p. 16.

<sup>40</sup>Ibid, pp. 16 and 17.



## ALLOCATION OF TIME FOR A TYPICAL WORK WEEK

AREA OF RESPONSIBILITY	DO SPEND TIME	SHOULD SPEND TIME
SCHOOL MANAGEMENT	1	3
PERSONNEL ACTIVITIES	2	2
STUDENT ACTIVITIES	3	4
STUDENT BEHAVIOR	4	7
PROGRAM DEVELOPMENT	5	1
DISTRICT OFFICE	6	9
PLANNING	7	5
COMMUNITY ACTIVITIES	8	8
PROFESSIONAL DEVELOPMENT	9	6

(Figure 5)

The theme or question to be asked is whether or not the school principal is allowed to perform the instructional leadership role considering expectations of time and job tasks in the administration of roadblocks of growing administrative detail, lack of available time, variations in teacher competency, apathetic parents, and problem students? Inadequate resources, master contracts, incompetent teachers, regulations, interruptions, and lack of administrative assistance form the basis for constraints that infringe upon the priorities, responsibilities, expectations, time, and resources of the school principal. For the effective principal, the setting of priorities of the instructional leader and managerial leader is not in what is done but how it is done.

Structured interviews of sixty "effective" principals concluded that the realm of the instructional leader must focus on the principal as a compos-

er and conductor of the educational program. Each situation must be analyzed as to what actions are deemed necessary. The principal must then move towards a decision based on that analysis. Examination of the interviews produced the general roles of the instructional leader:

**Problem Solving** - a thorough and extensive involvement in the problem at hand in conjunction with proper timing.

**Program Development** - a departmentalized coordination of staff developing new ideas, identifying goals, planning implementation, developing materials, and committing resources.

**Decision Making** - anticipating and directing symptoms of possible conflict; developing climate and institutional esprit of confidence and trust.

**Student Relations** - concentrating on activities and school rules through modeling of high expectations, providing participation in new activities and programs, and meeting new problems "straight on."

**Parent/Community Relations** - Use of parents and the community in goal setting, policy advising, and curriculum planning.<sup>41</sup>

In 1977, Robert J. Krajewski interviewed principals belonging to the Texas Association of Secondary School Principals and asked that they rank in order of real rank and ideal rank, the routine duties of school principles.<sup>42</sup>

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<sup>41</sup>McCleary, pp. 21-17.

<sup>42</sup>Robert J. Krajewski, "Secondary Principals Want to be Instructional Leaders," Phi Delta Kappan, (Indiana: PDK, Sept., 1978) p. 65.

## ALLOCATION OF TIME FOR A TYPICAL WORK WEEK

ROLE	REAL RANK	IDEAL RANK
Instructional Supervisor	5	1
Curriculum Supervision	8	2
Staff Selector/Orientator	9	3
School Program Administrator materials, facilities	1	4
Teacher Evaluator	3	5
Morale Builder	7	6
Public Relations Facilitator	6	7
Pupil Services Coordinator	4	8
Disciplinarian	2	9
Self-evaluator	10	10

(Figure 6)

The results are similar to those discovered by the National Association of Secondary School Principals.<sup>43</sup> In both cases, the preferred role of the school principal was to direct efforts towards instructional and curricular improvement, in contrast to the actually performed activities and the concentration on the managerial aspects

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<sup>43</sup>McCleary, p. 17.

## CHAPTER III

### PRESENTATION AND ANALYSIS OF DATA: DEMOGRAPHIC SURVEY

#### PERSONAL DATA:

The first section of the demographic survey was designed in such a way as to identify specific personal characteristics of the principals responding. The first question identifies the sex distribution on the elementary and secondary levels as well as a composite of the two levels. A second purpose was to generate a comparison of the male and female principals in order to determine if there exists a significant difference in how they enact their roles in relation to the educational-instructional and the administrative-managerial emphasis. Figure 7 relates the identified findings regarding the percent of male and female principals in Illinois that responded to the survey. The percents indicate the number reported on the elementary level and secondary level as well as a representative composite of the two levels.

#### SEX DISTRIBUTION

CATEGORY	M	F
ELEMENTARY PRINCIPALS	74	26
SECONDARY PRINCIPALS	96	4
COMPOSITE	82	18

(Figure 7)

The secondary and elementary principalships in Illinois tend to be characterized as male-dominated professions with a majority of the female principals employed at the elementary level. With the growth of the women's movement regarding equal employment opportunity, women's rights, and

affirmative action, speculation would hypothesize that the number of female principals should be on the increase, but research indicates that this trend does not exist. Sixty-seven percent of all teachers in the United States are women; whereas, women comprise only five percent of the superintendents or assistant superintendents, thirteen percent are principals or assistant principals, and thirty-four percent are identified as official administrative staff members.

The National Survey reported that from 1965 to 1977, there existed a nation-wide decrease in the number of female principals of three percent. In 1985, it was reported that men comprised 95% of all superintendents, 91.1% of all central office staff, 93.5% of all secondary school principals, and 81.1% of all elementary school principals.

The data in Figure 7, if representative of the larger population, indicate a further decrease in the norm of an additional three percent. At the elementary level, the ratio of male to female principals is almost three to one, while the composite indicates a ratio of almost five male principals to every female principal. Analysis of the employment trends and preferences would indicate a continued predominance of the principalship as a male-dominated profession with a gradual decline in the number of female principals, especially on the secondary level.

What factors influence the growing number of men in administrative positions as a career over the female population, specifically in Illinois? Prior to the determination of the various factors, a definition of an educational career should first be identified. Sari Biklen (March, 1986) identified a career as:

a pre-established total pattern of organized professional activity, with upward movement through recognized preparatory stages, and advancement based on merit and bearing honor.<sup>44</sup>

In other words, involvement in a career in education involves the training and activities directed towards vertical mobility through a career ladder towards advancement and promotion based on skill, knowledge, and performance. Anne Meek (November, 1988),<sup>45</sup> stated that, "Any profession that has been female dominated has had a hard time professionalizing." The reasons or factors in the professionalization of the female population in education are complex and many times subtle.

Research has indicated that education in today's schools has always been oriented towards the needs of the male child. Glen Harvey reported the findings of the 11th Annual Research on Women in Education Conference held in Boston in October of 1985, titled "Changing Myths About Sex Equity in Education."

1. Sex of students is not a determining factor in verbal and mathematical performance as was believed in the past.

2. Male students tend to be referred for special services support more often and at an earlier age than do female students.

3. Male students tend to receive more instructional assistance, praise and criticism, and detailed instructions in the classroom than do female students.

In higher education:

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<sup>44</sup>Sari K. Biklin, "I Haven't Always Worked": Elementary School Teaching as a Career," Phi Delta Kappan, Vol. 67, No. 7, (Indiana, PDK, March, 1986) p. 504.

<sup>45</sup>Anne Meek, "On Teaching as a Profession: A Conversation with Linda Darling-Hammond," Educational Leadership, Vol. 46, No. 3, (Virginia, ASCD, Nov. 1988) p. 14.

1. Women receive less financial assistance from public resources than do men.

2. Women receive less encouragement from the classroom environment to advance in career choices.

3. Men outnumber women in enrollment figures in the more prestigious liberal arts colleges, research universities, and graduate and professional schools.<sup>46</sup>

The afore mentioned factors indicate an educational factor both in the formative years and later years in the orientation of the male and female in preparation from all professions, not simply those in education.

Referring to the definition of a career, it has been discovered both in research and in personal experience that female teachers tend to express and practice a preference for direct contact within the classroom. Female educators view themselves as professional teachers with no intention of vertical mobility up the educational career ladder, not because of external factors, but because of an internal factor of professional choice.

June Gabler (1987) identified other unique factors influencing the choice and advancement of the female educator up the career ladder:

1. Socialization factors of balancing the roles of mother, wife, and administrator.

2. Supportive encouragement from the male marriage partner and being the second wage earner in the family.

3. Preference of women to work for an "aggressive male" rather than a "pushy women" causing lack of support from other female educators.

4. Preference of men to work for a male rather than a female administrator.

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<sup>46</sup>Glen Harvey, "Finding Reality Among Myths: Why What You Thought About Sex Equity in Education Isn't So," Phi Delta Kappan, Vol. 67, No. 7, (Indiana, PDK, March, 1986) pp. 509-512.

5. Lack of collegiality with the male counterparts in the profession.

6. Preference in hiring practices not only from male school board members, but female school board members as well

7. Non-effective use of the "old girl" network in advancement efforts rather than utilization of the "old boys" network of promotion and advancement with the system.

8. Preference and distrust of female administrators by parents, particularly the mother.<sup>47</sup>

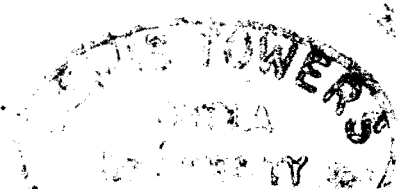
Dr. Richard Andrews stated in a seminar conducted by the Illinois Principals Association in January, 1989, that he discovered in a study conducted in Washington State, that female principals were apt to concentrate more on the educational-instructional emphasis while male principals tend to concentrate on the administrative-managerial emphasis.<sup>48</sup> Analysis of the activities of the Illinois school principals indicates a similar finding. The female principals responding to the survey allocated a mean of 38.5% of their allocated activities to the educational-instructional emphasis. While both percents are below the mandated 51%, a significant difference between the male principals' and female principals' activities does exist. Further analysis in relation to role of the Illinois school principal would indicate that as the number of female principals decreases, and the characteristic activities of the male principal remains constant, the educational-instructional role of the Illinois school principal will be directly reduced.

Question number two was designed in order to derive a mean age for the school principal in Illinois and to determine the possible effects that the

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<sup>47</sup>Gabler, pp. 67-74.

<sup>48</sup>Richard Andrews, a seminar, (January, 1989).





age of the principal might have in relation to the specific role emphasis.

Figures 8, 9, and 10, relate the age distribution of the principals responding to the survey. In each of the three tables, the principals have been identified as either elementary or secondary and classified in age groups of less than twenty years of age, between twenty-six and thirty, thirty-one to forty, forty-one to fifty, fifty-one to sixty, and those over the age of sixty. Figure 9 indicates the age distribution of the responding female principals, while figure 10 indicates the age distribution of the responding male principals.

**AGE DISTRIBUTION  
(COMPOSITE)**

CATEGORY	<20	<26-30	<31-40	<41-50	<51-60	>60
ELEMENTARY PRINCIPALS	0	1	22	41	31	4
SECONDARY PRINCIPALS	0	0	23	40	31	6

(Figure 8)

The age of the secondary principal, as well as the elementary principal, remains relatively constant with forty-one and forty percent of the principals reporting to fall within the ages of forty-one and fifty. When compared to the National Survey's data of 1975, indicating forty-five percent falling within the same age range, no significant change in the age range of the principals has occurred in the past ten years.<sup>49</sup>

The age range of the female principal, figure 9, tends to be more homogeneous between the ages of thirty-one and sixty, while the age range of

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<sup>49</sup>Byrne, pp. 1 and 2.

the male principal, figure 10, tends to dominate the national norm from the ages of forty-one to fifty.

**AGE DISTRIBUTION  
(FEMALE)**

CATEGORY	<20	<26-30	<31-40	<41-50	<51-60	>60
ELEMENTARY PRINCIPALS	0	0	30	26	39	4
SECONDARY PRINCIPALS	0	0	50	50	0	0

(Figure 9)

**AGE DISTRIBUTION  
(MALE)**

CATEGORY	<20	<26-30	<31-40	<41-50	<51-60	>60
ELEMENTARY PRINCIPALS	0	1	19	46	28	4
SECONDARY PRINCIPALS	0	0	22	39	33	7

(Figure 10)

Changes that should be noted are the increase of four percent in those in the age range of fifty-one to sixty compared to the National Survey's indication of no change since 1965, and the decrease in the number of principals over sixty. Preparation for the role of principal tends to be the predominant factor for the small number of principals under the age of thirty. Chronological development in the education process with students graduating from high school around the age of eighteen and attending a minimum of four years preparing in colleges and universities to become certified in the educational profession, would place the individuals at the age of twenty-two or

more as they graduated from college. Following the "old boy" network<sup>50</sup> in familiarization and practical experience in education, plus graduate work towards a Master's degree, would place the individual near the age of thirty prior to employment as a school principal. Economic stability and job security, coupled with beneficial retirement incentives, tend to provide the incentives to remain at a position for ten years or more, possibly explaining the predominance of principals falling into the forty to sixty age range. Economic conditions and lack of money have influenced school districts to offer early retirement plans which, in turn, influence the decrease in the number of principals who remain in their positions past the age of sixty.

The mean percentage was calculated in order to determine whether or not the age of the principal was a significant factor in the amount of time allocated to the educational-instructional emphasis. In each age category, the mean percentage of time varied just over one percent, between 31.4% and 33%, indicating that the age of the principal does not effect the relationship between the educational-instructional and administrative-managerial emphasis.

It is also necessary to consider the predominance of men as principals in Illinois and the relationship to the definition of a career in education as described earlier (page 31).<sup>51</sup> Male principals are characterized as being more career oriented, and more willing to work their way up through the system earning the promotion from past achievements. Females are more inclined to

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<sup>50</sup>Gabler, pp. 72 and 73

<sup>51</sup>Biklen, p. 504.

utilize the "old girl" approach, characterizing the female as obtaining the position of principal directly from a teaching position or directly upon certification from a college or university.<sup>52</sup>

The employment trend is evident in the difference in the percent of male and female principals in the thirty-one to forty age range, a difference of eleven percent. A comparison of the percent of male and female principals reporting to fall within the age category of forty-one to fifty is also an indicator of the male movement up the career ladder within the system. The difference at the top end of the scale, ages fifty-one to sixty, is more significant when compared to the number of years in administration and the number of years as a principal in a particular school. This topic will be analyzed and explained in more detail later in this chapter.

The National Survey indicated a considerable increase in the formal preparation of the school principal with thirty percent of the principals completing formal education beyond a Master's degree.<sup>53</sup> Considering the increase in the complexity in the role of the school principal, it holds true that today's school principal must be well versed in the area of educational administration. A certain degree of socialization is necessary for the principal to develop his/her craft, but unless the basic foundation exists through knowledge and training, success is questionable.<sup>54</sup>

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<sup>52</sup>Gabler, p. 72.

<sup>53</sup>Byrne, pp. 2-4.

<sup>54</sup>Arthur Blumber, "The Work of Principals: A Touch of Craft," Instructional Leadership, Concepts, Issues, and Controversies, (Massachusetts: Allyn and Bacon, 1987) pp. 38-55.

## DEGREE DISTRIBUTION

CATEGORY	A	B	C	D	E	F	G	H	CG
ELEMENTARY PRINCIPALS	0	0	13	1	43	13	18	10	2
SECONDARY PRINCIPALS	0	0	14	0	43	5	25	14	0
COMPOSITE	0	0	13	1	43	10	21	11	2

### CODING

- A – Less than a Bachelor's degree
- B – Bachelor's degree
- C – Master's degree in education
- D – Master's degree not in education
- E – Master's degree plus additional graduate work
- F – Master's degree plus all course work for doctorate
- G – Specialist degree
- H – Dr. of Education or Philosophy

(Figure 11)

The principals were requested to respond as to the formal training and education that they had received in order to determine the degree distribution of the principals responding to the survey. The state of Illinois requires that a school principal hold an Administrative Certificate in order to qualify for the position of principal.<sup>55</sup> It would hold true that necessary training and education would be required in order to receive that certificate. Figure 11 indicates that 86% of the principals have received advanced training past a Master's degree, with 43% receiving additional graduate work. Speciality tends to be the trend for the school principal in Illinois as indicat-

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<sup>55</sup>Illinois Office of the Superintendent of Public Instruction, The School Code of Illinois, (Illinois, 1973) art. 34, sec. 8, par. 1.

ed by the limited number of principals holding Master's degrees in a field other than education and by the large percentage of principals holding specialist degrees. Compared to the National Survey, there exists a decrease in non-educational Master's degrees of one percent, increase in specialist degrees of twelve percent, and an increase in Ed.D's and Ph.D's of two percent.<sup>56</sup>

Recent literature proliferated by the reform movement in education indicates that the training that the individual receives toward an advanced degree is channeled towards the maintenance of the administrative-managerial roles of the school principal, management theory and philosophy, and organizational control and methodology. The principal once leaving the institution embarks upon his or her new career with a cadre of knowledge, philosophy, and theory, only to fall upon unfamiliar and unfriendly turf.

...which they have spent several years preparing  
and for which they thought they were going to be  
prepared, and then suddenly find that they are  
not.<sup>57</sup>

Educational administration is not an entity unto itself, built upon the strategies of the business environment and the theories and philosophies of the various social sciences. Knowledge reinforced with a research base that is specialized and particularly useful to the school administrator as a "How To" guide is lacking.

An administrator-in-training might come to

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<sup>56</sup>Byrne, pp. 2 and 3.

<sup>57</sup>Daniel L. Duke, "Why Principals Consider Quitting," Phi Delta Kappan, Vol. 70, No. 4, (Indiana, PDK, Dec., 1988) p. 311.

know a great deal about economics, politics, and organizational sociology, but little of the disputes related to methods of reading instruction or testing programs or burning issues in the mathematics curriculum.<sup>58</sup>

Bill Clinton, governor of Arkansas indicated a preference for identification of individuals with leadership skills and then persuading those individuals to enter the field and prepare in educational administration programs.

...by the completion of course work alone, certification of principals should be based on results.<sup>59</sup>

As indicated in Chapter IV, figure 37, the Illinois principal is characterized as allocating the majority of his/her time in activities with an administrative-managerial emphasis. With the vast majority of principals holding a Master's degree plus, it could be assumed that the emphasis received during the training process would be more of a determining factor than the degree that the individual principal received. Analysis would conclude that the training the principal received would be a determining factor in the Illinois school principal's role emphasis, not the degree.

What is not evident at this stage is the content of the course work experienced by the responding principals, and what manner of course work was requested by those principals classified as either educational-instructional or administrative-managerial. Of the additional course work past a

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<sup>58</sup>James W. Guthrie and Geraldine J. Clifford, "A Brief for Professional Education," Phi Delta Kappan, Vol. 70, No. 5, (Indiana, PDK, Jan., 1988) p. 383.

<sup>59</sup>Bill Clinton, "Who Will Manage the Schools?" Phi Delta Kappan, Vol. 68, No. 4, (Indiana, PDK, Nov., 1986) p. 209.

Master's degree, were the courses of the principals' choice or by that of the central office, and what prompted the principals to participate in extra course work?

Having determined that the age of the principal and the degree earned do not show any direct relationship in the role of the principal, the next step was to determine the mean number of years that a person holds in either administration or as a principal, and whether or not the number of years in administration and/or the principal is directly related to the relationship of the principal's roles to the educational-instructional and administrative-managerial emphasis. Each respondent was requested to indicate the approximate number of years served in an administrative position and the number of years served as the principal of the current school.

According to the 1977 results of the National Survey, the trend reflected an influx of younger principals, with thirty percent being in their first or second years of their present positions, an increase of eighteen percent from 1965.<sup>60</sup> It was the purpose of questions eleven and twelve (Appendix, Demographic Survey) to determine whether or not the trend existed in Illinois. If it did exist, what effect would that trend have on the principals' relationships between the educational-instructional and administrative-managerial emphasis?

Figure 12 relates the number of years that the respondents have served in administrative capacities, classifying the number of reported years

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<sup>60</sup>Byrne, pp. 5 and 6.



from less than one year to twenty years or more.

### YEARS IN ADMINISTRATION

YEARS IN ADMINISTRATION	<1	1-5	5-10	10-20	>20
M/ELEMENTARY PRINCIPALS	2	8	13	56	21
F/ELEMENTARY PRINCIPALS	5	30	15	35	15
M/SECONDARY PRINCIPALS	5	10	5	54	27
F/SECONDARY PRINCIPALS	0	0	50	50	0
COMPOSITE	3	12	11	52	22

Figure 12

Figure 13 relates the number of years that the respondents have served as principal of their current schools, classified by both sex and level and ranging from one year to eight or more years.

### YEARS AS A PRINCIPAL

YEARS AS PRINCIPAL	1	2	3	4	5	6	7	8+
M/ELEMENTARY PRINCIPALS	10	8	13	13	5	5	3	44
F/ELEMENTARY PRINCIPALS	9	27	5	18	5	0	9	27
M/SECONDARY PRINCIPALS	7	10	21	2	10	2	10	73
F/SECONDARY PRINCIPALS	0	0	50	0	0	0	50	0
COMPOSITE	9	12	15	10	6	3	7	39

Figure 13

Upon initial inspection of figure 13, the reaction would be to assume that there is an influx of younger principals in Illinois with forty-six percent of the respondents having held their positions for less than five years. A comparison to figure 12 reveals that of those responding in figure 13, seventy-

four percent have served in administrative capacities for more than ten years. Thirty-nine percent of the respondents indicated that they had served as principal in their present positions in excess of eight years. Compared to figure 12, this indicates a great degree of vertical and horizontal mobility within the administrative field.

The National Survey indicated that due to job security and job stability, principals tend to serve in one position over an extended period of time. A comparison of figures 12 and 13 indicates stability and security in administration, but less stability in the principalship, possibly influenced by shifting populations, declines in student enrollment, and the educational reform's influence in consolidation, fostering a growth in larger districts and schools nation-wide.

Referring back to the first survey question regarding sex (page 29), figure 13 indicates an increase in the number of female elementary principals: thirty-six percent of the female elementary principals serving in their present capacities for less than three years and serving in administration less than five. Compared to the male principals' pattern, this would indicate an increase in the number of females entering the administrative field and being employed as elementary principals.

The mean percent of time allocated to the educational-instructional emphasis was calculated in relation to the number of years that the principals had served in their current positions:

One year or less 26.0%	Educational-Instructional Emphasis
Two years 32.7%	Educational-Instructional Emphasis
Three years 34.6%	Educational-Instructional Emphasis
Four years 34.4	Educational-Instructional Emphasis

Five years 42.1%	Educational-Instructional Emphasis
Six years 27.1%	Educational-Instructional Emphasis
Seven years 35.4%	Educational-Instructional Emphasis
Eight or more 29.3%	Educational-Instructional Emphasis

Analysis indicates that as the number of years in the position increases, the amount of time allocated to the educational-instructional emphasis increases with a levelling off and decrease in time allocation in the later years. As a principal becomes more comfortable in the position, he/she becomes more adept in channeling efforts towards the educational-instructional emphasis. As to the reason for the decrease after seven years, further study would be necessary to identify the factors involved.

Speculation in a positive aspect would assume that having become acclimated in the role, basic responsibilities may have been delegated, allowing those directly involved such as teachers and department specialists to assume effective roles. From a negative aspect, delegation of the educational-instructional roles and an emphasis on the administrative-managerial roles may be a discerning indication of complacency within the principalship.

The number of years that the principals had served in school administration was then analyzed in order to determine what effect, if any, would exist regarding the educational-instructional emphasis: Less than one year 25.4% Educational-Instructional Emphasis

One to five years 34.1%	Educational-Instructional Emphasis
Five to ten years 35.9%	Educational-Instructional Emphasis
Ten to twenty 39.4%	Educational-Instructional Emphasis
More than twenty 30.1%	Educational-Instructional Emphasis

Analysis of the above data indicates that as the number of years that an individual serves in the field of educational administration increases, the

percent of time allocated to the educational-instructional emphasis increases with a decline in the later years. Compared to the data regarding the number of years as a principal, the results are similar. Where the discrepancy exists, is in the actual number of years. Forty-six percent of the principals reported that they had served as a principal in their present positions for four years or less, while only fifteen percent indicated that they had served in educational administration for four years or less. This would indicate a large mobility factor for those individuals responding to the survey.

How does the mobility factor effect the relationship between the educational-instructional emphasis and the administrative-managerial emphasis in the role of the Illinois school principal? Analysis would indicate that the principals should be well versed and experienced in the role as a school principal, having served in administration prior to the current school setting. Acculturation and assimilation of a new school, district, and community may be the factors effecting the emphasis on the administrative-managerial time allotments. If the trend were to continue, in Illinois regarding stability and mobility, then the educational-instructional emphasis will be adversely effected.

What is not indicated in this research is the administrative position held prior to the position of principal. Superintendents and central office personnel, it would assume, would have more of an exacting knowledge and experience for assuming the role of the principal, especially when assuming the position within the same district. Familiarity and knowledge of the central office concerns and networking would also benefit in the operation of the

school facility. Those individuals assuming the position of principal and coming up through the ranks as deans, department chairpersons, and assistant principals, would have a greater knowledge base and experience, but may find it more difficult to assimilate into the new position, especially if the person is new to the school or district.

A comparison of the factors of sex, age, degree, years in administration and the number of years as a principal in the present school defines a significant pattern difference in the male and female principals. Principals tend to peak in their emphasis on the educational-instructional activities during their fifth year in the position (page 43). With the majority (64%) of the responding female principals reporting as being employed for less than six years, (figure 13, page 42) as compared to the majority (74%) of the male principals being employed for more than five years, the employment trends indicate the following assumptions. The number of female principals in Illinois is on the decrease, pages 29-33, and are being replaced predominantly by male principals, especially on the elementary level. What is not indicated and is open for further investigation is the discovery of where the female principals have gone once they left the principal position. Further research would possibly indicate that they may have retired or returned to teaching. Conjecture would assume that the majority have taken positions in central office positions, college and university positions in teaching and research, or have made career changes involved in writing.

Figure 12, page 42, indicates a tendency of the male principal to remain in administrative roles for a larger number of years than does the

female principal. Conjecture, again, assumes that the pressures of family life such as the rearing of children and the career factors of the husband create barriers to career movement and horizontal mobility for the female principal. Male principals would find it easier to move to other states and districts when openings in administrative positions occur. Female principals would tend to find the opportunities more confining.

Seventy-nine percent of the male principals indicated that have served in an administrative capacity longer than twenty years, figure 12, page 42. Fifty-nine percent indicated that they have served as principal longer than eight years. Seventy-eight percent also indicate that they are above the age of forty-one (figures 12 and 13). The female principals represent a younger group of individuals, with seventy-three percent having served less than eight years as a principal and fifty percent having been in administration for less than ten years (figures 9, 12, and 13). Not knowing the turnover ratio in Illinois nor the exact age of the current male principals, it is relatively evident that a number of male principals will be retiring and leaving the educational profession well before the female principals in Illinois. That being the case, the opportunity will soon exist for female educators to cast their ballots for the positions.

Whether or not the current decreasing trend will continue, is dependent on the sociological and personal factors previously mentioned (pages 31-33). Further research in this area would be necessary to determine the exact age of those male principals responding and their proximity to retirement. Female administrators do show more of an emphasis on the educational-

instructional activities (page 33). If the trend should occur producing more female principals, it would be interesting to discover the direct effect such a movement would have on the over-all emphasis and activities of the Illinois school principal.

In determining the role of the school principal in Illinois, it is imperative that the size of the school community and school population be taken into consideration. Prior to analysis of the surveys and principal time logs, it was hypothesized that the amount of time that a principal may dedicate to his/her role may be inversely related to the size of and location of the school facility. As the size of the community and school increases, factors that assist the school principal such as assistants, financial support, program offerings, and facilities would increase, as would the responsibilities and duties of the school principal. These extras allow the principal the opportunity to seek alternative to time consuming responsibilities, freeing activities for more instructional oriented endeavors. Principals of larger schools and communities would not necessarily have more time, but would appear to have more freedom to funnel their time towards an educational-instructional emphasis. As the size of the school and community would decrease, the administrative-managerial role of the principal would increase.

Figures 14 and 15 indicate the distribution of elementary and secondary schools within the reported communities. Initial reaction is that the study is not representative of the diverse population within Illinois because of the predominance of the smaller communities (under 149,000 representing seventy-six percent of those responding) and the schools with smaller enroll-

ments (less than 750 students, representing eighty-three percent of those responding). Harold Hodgkinson indicated from the results of research on the population increases and decreases in the United States, that the Midwest region consists of "a rapidly increasing, elderly population."<sup>61</sup> The National Survey indicates that school principals are most often found in smaller communities.<sup>62</sup> Nation-wide, the smaller communities of 25,000 or less made up forty-eight percent in 1977, and fifty-five percent in 1965, with the Midwest region containing most of the smaller schools, enrollments of less than 750 students.

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<sup>61</sup>Harold Hodgkinson, "The Right School for the Right Kids," Educational Leadership, Vol. 45, No. 5, (Virginia, ASCD, Nov., 1988) p. 13.

<sup>62</sup>Byrne, p. 15.



### STUDENT ENROLLMENT

CATEGORY	A	B	C	D	E	F	G	H	I
ELEMENTARY SCHOOLS	16	58	17	5	1	1	0	1	0
SECONDARY SCHOOLS	19	35	9	12	14	2	9	0	0
COMPOSITE	16	46	21	7	6	2	3	1	0

#### CODING:

A – Fewer than 250

B – 250 to 500

C – 500 to 750

D – 750 to 1000

E – 1000 to 1500

F – 1500 to 2000

G – 2000 to 3000

H – 3000 to 4000

I – 4000 or more

(Figure 14)

### AREA POPULATION

CATEGORY	A	B	C	D	E	F	G
ELEMENTARY SCHOOLS	11	1	17	26	17	28	0
SECONDARY SCHOOLS	0	2	14	14	11	59	0
COMPOSITE	7	2	16	22	15	39	0

#### CODING

A – City, more than 1,000,000

B – City, 150,000 to 999,999

C – Suburban, related to city, 150,000

D – City, 25,000 to 149,000 distinct from metropolitan area

E – City, 5,000 to 24,999, not suburban

F – Town or rural area under 4,999

(Figure 15)

Jack Kavenagh and Steven Miller, Loyola University of Chicago, conducted a review of research concerning school district reorganization.

Illinois, with approximately 1000 school districts is the third highest in the nation. Of these districts, 45% are unit districts where elementary and high school boundaries do not necessarily coincide.<sup>63</sup>

They indicate that larger school districts do provide a more diverse range of opportunity in course offerings, curricular activities, and extracurricular activities. Specialization in particular fields of study are more predominant in the teaching staff of the larger schools as well as the range of opportunities in special services and administrative staff. In terms of academic achievement for the student population, no definite relationship was identified between the size of the school or school district, a fact that is in direct contradiction to the philosophy behind school district organization in Illinois.<sup>64</sup>

What were identified as positive factors are the economic conditions of reorganization producing lower pupil cost ratios and utilization costs. Community support is directed towards the smaller schools because of the closer teacher contact, supportive school atmosphere, and more discernable relationships between the principal and the staff as well as a closer relationship between the principal and the student population.

The two factors of area population and student population were analyzed in order to determine whether or not they presented determining fac-

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<sup>63</sup>Jack Kavanaugh and Steven Miller, "School District Reorganization: What Research Has to Say," Loyola Leader, (Chicago, Spring, 1986)p. 10.

<sup>64</sup>Kavanaugh, pp. 10-13.

tors in the role of the school principal. It was discovered that the mean percent of time allocated to the educational-instructional emphasis varied slightly from one student population category to another, ranging from a mean emphasis of 28.1% for a school with fewer than 250 students, to the highest mean emphasis of 31.6% for schools with student populations from 250 to 500 students. The remaining categories fell somewhere within the two extremes. This would indicate that the number of students is not a directly related factor in the role of the school principal in the educational-instructional and administrative-managerial emphasis within the schools responding to the survey.

As the size of the community or area population decreased, the mean percent of time allocated to the educational-instructional emphasis increased. Those principals indicating an area population of a city with a population of more than 1,00,000 scored a mean of twenty percent. As the size decreased, the mean increased to 35.6% and 38.4%. Those principals reporting an area population of a city of 149,000 reported a decrease in the mean of 3.2%. The remaining two categories also reflected mean decreases of 32.6% and 27.4%. The extremes of the five categories indicate an overall range difference of 18.4% and 11% indicating definite differences in the amount of time allocated to the educational-instructional emphasis, refuting the previous statement regarding an inverse relationship of size and freedom (page 48).

The data would reflect the findings of Jack Cavenagh and Steven Miller regarding the opportunity for the principals in smaller communities. Closer teacher-student contact reflects less discipline problems for the princi-

pal, and a closer relationship between the teacher and the community, allowing the principal to direct time allocation towards educational-instructional activities. Smaller school size means less assistance and money for programs and services, forcing the principal to stay closer to touch with the educational programs and teaching staff in networking and collaboration towards innovative strategies and implementation for effective schooling.

## **ACTIVITIES OF THE PRINCIPAL**

In the following sections, the questions were asked in order to derive an understanding of the various tasks and duties associated with the school principal and how those activities influence the principal's educational-instructional and administrative-managerial roles.

Analysis of the time logs, Chapter IV, reveals the complexity and time commitment of the school principal. Internal and external forces create a constant ebb and flow influencing success in the principalship. According to the submitted time logs, the school day of a school principal may start as early as six o'clock in the morning and continue to as late as two o'clock the following morning. The work-week, normally consisting of five days a week, Monday through Friday, was, in most cases, discovered to involve Saturdays and sometimes Sundays. Interruptions from community groups, parents, teachers, and students placed the principal's attention in constant demand placing strains on personal matters such as family and social activities. Even menial personal tasks such as lunch and dinner were discovered to be in jeopardy by the demands of the position. Why do individuals become principals? What is it that inspires such dedication to a position? What is it that inspires

such dedication to a position? Gilbert Weldy states that factors such as prestige, self-fulfillment, influence, status, financial rewards, and lateral movement may be the determinants for becoming a principal.<sup>65</sup> The 1977 National Survey indicated factors of an increase in the amount of prestige and self-fulfillment followed by a sense of independence in thought and action and job security.<sup>66</sup>

In an attempt to discover what factors influence the Illinois school principal, the respondents were asked to list three factors that they liked most about their roles. Those factors are illustrated in figure 16, titled "Job Enhancements."

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<sup>65</sup>Gilbert R. Weldy, Principals. What They Do and Who They Are, (Virginia, NAASP, 1979) pp. 14 and 15.

<sup>66</sup>Byrne, p. 31.

### JOB ENHANCEMENTS

CATEGORY	ELEMENTARY			SECONDARY		
	A	B	C	A	B	C
Change Facilitation	—	—	—	2	—	3
Enhancing Teacher Effectiveness	6	9	5	7	2	9
Collegiality	2	5	—	5	2	5
Community/Parental Support	1	2	1	—	—	5
Freedom of Thought and Action	11	3	4	20	2	11
Program Development	5	1	4	2	7	—
Positive Influence	9	9	23	5	10	11
Effective Teaching Staff	1	1	1	5	—	3
Educational Leadership	1	2	6	2	10	10
Working With People	9	5	4	—	7	5
Parental Interaction	1	5	4	—	12	6
Community Interaction	—	2	6	—	—	—
Positive School Climate	1	1	2	—	5	—
Teacher Interaction	9	23	9	7	20	3
Student Interaction	37	10	10	38	5	5

CATEGORY	ELEMENTARY			SECONDARY		
Variety	2	6	10	7	5	3
Student/Parent Interaction	1	3	1	—	2	—
Challenge	1	5	2	—	2	2
Status	—	3	1	—	5	—
Quick-Paced Schedule	—	1	—	—	—	—
Financial Rewards	—	2	2	—	—	2
Teaching	—	1	—	—	—	—
Receptive Student Body	—	1	2	—	—	5
Computers	—	—	—	—	2	—
Effective Central Office Staff	—	—	1	—	—	—
Hours	—	—	1	—	—	—
Prestige	—	—	—	—	—	5
Vertical Mobility	—	—	—	—	—	3
Counseling Activities	—	—	—	—	—	3
Facilities	1	—	—	—	2	—
Autonomy	1	—	1	—	—	—
Self-Fulfillment	1	—	—	—	—	—

(Figure 16)

[Figures indicate actual number of respondents in each category.]

Freedom of thought and action ranks second with twenty percent of the secondary principals and eleven percent of the elementary principals responding to freedom as their first choice. Student interaction: working with students, watching students grow, and being with students ranks as the predominant factor, while intangibles such as status, prestige, self-fulfillment and tangibles such as financial rewards exist as low priorities for the Illinois school principal.

It is important to note that the number one factor, student interaction, is not classified as an educational-instructional function and is the number one consideration for both the elementary and secondary principals. Those factors considered educational-instructional considerations such as program development, teacher effectiveness, and positive school climate have been identified by a smaller number of principals as a consideration of the position.

Referring to pages 48-53, Illinois principals are found primarily in smaller school settings, characteristic of close relationships between the principals, parents, and the students. It is evident that direct contact is the preferred activity of the school principals concerning student activities and supervision. This topic will be discussed in more detail in this chapter and Chapter IV, during the analysis of the principals' time logs. In any case, if the instructional-educational activities are not considerations and preferences of the school principal, their activities will reflect the preferences, hence influencing the activities directed towards the educational-instructional emphasis.



Each principal was requested to indicate the number of teachers directly under their supervision in order to determine the principal's responsibility regarding teacher evaluation criteria. Figures 18 and 19 reflect the number of teachers reported by the principals at schools having the indicated student enrollments. In order to present a more accurate accounting of the number of reported teachers, the mean, median, and mode is illustrated for each category.

**A COMPARISON OF THE NUMBER  
OF TEACHER TO  
THE STUDENT ENROLLMENT**

(ELEMENTARY SCHOOLS)

STUDENT ENROLLMENT	NUMBER OF TEACHERS		
	MEAN	MEDIAN	MODE
<250	11.8	11.5	10
250-500	24.0	23.5	25
500-750	32.9	32.5	34
750-1000	37.3	35.0	35
1000-1500	45.0	45.0	45
1500-2000	100.0	100.0	100
2000-3000	—	—	—
3000-4000	180.0	180.0	180
>4000	—	—	—

(Figure 17)

**A COMPARISON OF THE NUMBER  
OF TEACHER TO  
THE STUDENT ENROLLMENT**

**(SECONDARY SCHOOLS)**

STUDENT ENROLLMENT	NUMBER OF TEACHERS		
	MEAN	MEDIAN	MODE
<250	21.0	18.5	17
250-500	27.1	30	30
500-750	41.0	38.5	—
750-1000	56.5	56	—
1000-1500	86.0	92	92
1500-2000	90.0	90	90
2000-3000	153.0	148.5	—
3000-4000	—	—	—
>4000	—	—	—

(Figure 18)

Figure 14, page 50, indicates that the largest percent of the principals reported an enrollment between 250 and 500 students, 58% of the elementary principals and 35% of the secondary principals, yielding a composite of 46%, or close to half of the principals reporting. Calculating the average teacher to student ratio, it is interesting to note that the class size of the elementary schools range from twenty-one to thirty-three students per teacher; whereas, the class size of the secondary schools range from thirteen to twenty-two students per teacher, verifying Jack Kavenagh and Steven Miller's premise based on their review of research on district reorganization, page 51. Student

populations should be larger at the secondary levels because of the number of feeder schools involved, but does not appear to exist. As indicated previously, page 52, the student population does not directly effect the role of the school principal. The dispersion of a smaller number of students over a larger number of teachers may be the reason, but, the preference of activities discovered in figure 16, pages 55 and 56, may also be an influential factor.

It would seem that having a median number of teachers would lend itself to the availability of ease in the time allotment directed towards teacher evaluation and staff development. Formative evaluations on a biannual basis would involve between twelve teachers on the elementary level and fifteen teachers on the secondary level, depending on the number of non-tenured teachers on the building staff. The opportunity for close relationships and teacher intervention appears to be more than available with the small number of teachers involved. The opportunity for interrelated networks of staff development utilizing collaborative teams, peer coaching, clinical supervision, "buddy systems," and development of individual talents would also appear to be easily accessible, with little or no intervention on the part of the principal.

The ability to delegate responsibilities to qualified and reliable individuals can be a major factor in the successful operation of the school program as well as a means to alleviate the tedious managerial tasks necessary for successful building management. Delegation is an important tool depending on the theoretical base of the individual principal. Hersey and Blanchard would caution that the degree of delegation should be dependent on the matu-

ity level of those given tasks to perform, from telling, selling, and participation to the approach of full delegation.<sup>67</sup>

The principals were requested to indicate whether or not they had other individuals within the school setting that are delegated various responsibilities normally performed by the principal. Figure 19 reflects the principals' responses. It would almost be expected that the number of principals indicating the availability of assistance would be lower in the elementary schools than in the secondary schools because of the size and consistency of the schools, but one would expect a larger percent in the secondary schools than is indicated. The majority (sixty-five percent) of the elementary schools indicated that the principal is the sole individual responsible for the total operation of the school, compared to forty-two percent on the secondary level.

### DELEGATION OF RESPONSIBILITIES

CATEGORY	YES	NO
ELEMENTARY SCHOOLS	35	65
SECONDARY SCHOOLS	58	42
COMPOSITE	43	57

(Figure 19)

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<sup>67</sup>Paul Hersey and Kenneth H. Blanchard, Management of Organizational Behavior: Utilizing Human Resources, (New Jersey, Prentice-Hall Inc., 1977).

Analysis of the mean educational-instructional percent reveals a close relationship for the composite whether or not delegation exists. Those principals delegating responsibilities report a mean of 32.4%. Those not delegating responsibilities report a mean of 31.6%, a difference of only a .8% between the two. When compared on the secondary level, those principals delegating responsibilities record a mean educational-instructional emphasis of 34.2% compared to a mean of 23.5% for those not delegating. Elementary principals report a mean of 30.9% for those delegating, but an increase to 31.6% for those not delegating. Initial inspection of the composite would indicate that delegation of responsibilities has no specific bearing on the mean percent of time allocated to the educational-instructional emphasis. On the elementary level, added delegation would decrease the percent of time allocated to the educational-instructional emphasis, while definitely increasing the percent on the secondary level.

Each principal was then asked to indicate the job titles of those individuals who were delegated various responsibilities. The answers given are reflected in figure 20.

## JOB TITLES

ELEMENTARY SCHOOLS	SECONDARY SCHOOLS
Administrative Assistant .....2	Administrative Assistant .....1
Assistant Principal .....8	Assistant Principal .....16
Lead/Master Teachers .....12	Lead/Master Teachers .....2
Resource Teachers .....1	Teacher Assistants.....1
Counselors.....1	Counselors.....1
Directors of Supervision.....1	Deans.....14
Interim Principals .....2	Department Chairpersons.....9
Building Assistants .....1	Athletic Directors .....3
Administrative Aid .....1	Student Services Director .....2
Curriculum Resource Specialist .....1	Curriculum Director.....1
Social Worker.....1	Special Education Director .....1
Psychologist.....1	Activity Coordinator.....1
Team Leader .....1	

(Figure 20)

Figure 20 indicates that those elementary principals that delegate responsibilities narrow delegation to Lead or Master Teachers in the areas of supervision, staff development, and curriculum development. This factor explains the decrease in the educational-instructional emphasis for the elementary principal. The area of teacher evaluation is left to the responsibility of the principal, mainly because of state regulations, certification, teacher contract constraints, and teacher knowledge and experience.

Of the secondary principals that indicated the availability of assistance (fifty-eight percent), they noted that their administrative duties were delegated to Assistant Principals and Deans in order to alleviate the majority of the administrative-managerial task such as supervision of students and the building. The addition of Department Chairpersons provided the means of assistance in teacher evaluation, curriculum development, and staff development.

The availability of all areas of delegation explains why there exists a higher percent of educational-instructional activities at the secondary level.

What is not clear at this point, is why those principals able to delegate, concentrate on activities with an administrative-managerial emphasis. Even though the opportunity may exist, the preference on the part of the principal does not (figure 16). Figure 21 indicates that among the various responsibilities delegated, only 35% of the principals delegate the responsibilities for school and student supervision; whereas, 62% of the principals indicated that they delegate responsibilities for curriculum development, staff development, and teacher evaluation to other individuals.

### AREAS OF DELEGATION

CATEGORY	A	B	C	D	E
ELEMENTARY SCHOOLS	29	27	35	8	0
SECONDARY SCHOOLS	21	16	34	25	4
COMPOSITE	24	20	35	18	3

#### CODING:

- |                            |                        |
|----------------------------|------------------------|
| A – Curriculum Development | D – Teacher Evaluation |
| B – Staff Development      | E – Other              |
| C – Supervision            |                        |

(Figure 21)

The respondents were asked various questions regarding their feelings and interpretations of their job descriptions, responsibilities, duties, and role enactments in order to determine the principals' perceptions of their roles and to determine what internal and external factors may exist that hamper or reenforce the educational-instructional emphasis. Question 14 (see Appendix, Demographic Survey) asked the principals to indicate the degree of freedom that existed in fulfilling their responsibilities and then to indicate their reasons for their answers.

### FREEDOM IN ENACTING PRINCIPAL'S ROLE

CATEGORY	A	B	C	D
ELEMENTARY PRINCIPALS	63	35	1	1
SECONDARY PRINCIPALS	55	34	11	0
COMPOSITE	60	34	5	1

#### CODING:

A - A Great Deal  
B - A Fair Amount

C - Very Little  
D - None

(Figure 22)

Sixty percent of the principals in both the elementary and secondary levels indicated that they were the determining factors in the performance of their jobs with some degree of dissatisfaction (eleven percent) at the secondary level. Ninety-four percent of the principals indicated that they have either a great deal of freedom or a fair amount of freedom in the day-to-day operations of the school facility and the enactment of their roles. Further analysis indicates that of the principals indicating a great deal of control, their educational-instructional emphasis is only 31.9% and 32.3% on the secondary and elementary levels respectively. Those principals indicating a fair amount of control have a mean of 26.9% and 36.9% respectively. If ninety-four percent of the principals are in control of their activities, then what factors produce an educational-instructional emphasis of 32.5% below the 51% mandate? The answer could lie in the fact that the amount of perceived control is not as realistic as the principals would suggest, depending on the principals' definition of control.

The principals were then requested to expand on question 14 and



indicate the factors that influence their control and freedom in planning and operation of the schools. Figures 23 and 24 indicate those factors. Columns A, B, C, and D indicate the actual number of respondents in each category.

# FACTORS DETERMINING THE AMOUNT OF FREEDOM FOR PLANNING AND OPERATIONS

(ELEMENTARY PRINCIPALS)

FACTORS	A	B	C	D
Ability to Prioritize Activities	5	1	0	0
Central Office Constraints	2	8	1	0
Constant Interruptions	0	1	1	0
Discipline/Mandates	0	0	0	0
Discipline/Supervision	0	0	0	0
District Autonomy	2	0	0	0
Dual Principalship	0	1	1	0
Dual Role-Superintendent	3	0	0	0
Dual Role-Teacher	0	1	1	0
Dual Roles	0	0	1	0
Proper Central Office Communication	0	0	0	0
External Forces: Budget and Mandates	0	0	0	0
Freedom to Operate Within District Parameters	9	6	0	0
In-Service Training	1	0	0	0
Lack of Central Office Intervention	27	6	0	0
Supportive Central Office	15	2	0	0
Time Management Control	0	2	3	0

(Figure 23)

[Figures indicate actual number of respondents in each category.]

**FACTORS DETERMINING  
THE AMOUNT OF FREEDOM  
FOR PLANNING AND OPERATIONS**

**(SECONDARY PRINCIPALS)**

FACTORS	A	B	C	D
Ability to Prioritize Activities	11	4	0	0
Central Office Constraints	0	4	0	0
Constant Interruptions	0	7	2	0
Discipline/Mandates	0	2	0	0
Discipline/Supervision	0	0	2	0
District Autonomy	0	2	0	0
Dual Principalship	0	0	0	0
Dual Role-Superintendent	0	2	0	0
Dual Role-Teacher	0	0	0	0
Dual Roles	0	0	0	0
Proper Central Office Communication	2	0	0	0
External Forces: Budget and Mandates	0	2	0	0
Freedom to Operate Within District Parameters	2	4	2	0
In-Service Training	0	0	0	0
Lack of Central Office Intervention	22	0	0	0
Personal Observation	0	2	—	—
Supportive Central Office	16	0	0	0
Time Management Control	0	2	10	0

(Figure 24)

[Figures indicate actual number of respondents in each category.]

In both the elementary and secondary levels, four factors stand out: non-intervening central office, supportive central office and superintendent, freedom to operate within district parameters, and ability to prioritize activities. This would indicate the principals' perceived definition of freedom and control: lack of external intervention. Lack of external intervention would indicate internal stimuli influencing the extent of freedom, factors not indicated by the elementary principals in figure 23, but alluded to by the secondary principals in figure 24.

If the freedom for self-direction exists with little external intervention from the superintendent and central office, are there existing internal factors not indicated by the principals that lie within the system and hinder realization of role fulfillment and an emphasis on educational-instructional activities? If the principals are in control and able to prioritize their activities, what other factors influence the principals' emphasis?

In an attempt to discover what internal factors may exist, the principals were asked to list three factors that handicap role fulfillment or cause role limitations. Figures 25 and 26 represent the responses as first, second, and third choices. Those choices are then ranked starting with "1" as the highest priority according to the largest number of respondents.

# ROLE LIMITATIONS

HANDICAPS TO ROLE FULFILLMENT	ELEMENTARY			
	1	2	3	Rank
Board Intervention	—	—	1	14
Transportation Problems	—	—	1	14
Central Office Dictates	4	3	5	6
Clerical Limitations	3	2	—	10
Computer Limitations	—	1	—	14
Curriculum Limitations	1	1	1	12
Custodial Supervision	—	—	1	14
Decisions Unrelated Needs	—	1	—	14
Discipline Problems	1	1	—	13
Disengaged Central Office	—	3	—	12
Dual Principalships	3	—	—	12
Dual Role-Teacher	3	1	—	11
Facility Limitations	1	3	1	10
Financial Limitations	7	5	4	3
Horizontal Priorities	1	—	—	14
Interruptions	6	4	3	5
Large Enrollment	1	—	—	14
Limited Collegial Sharing	—	—	2	13
Limited Office Machinery	—	1	—	14
Limited Maintenance Staff	1	—	1	13
Limited Staff Support	—	1	—	14
Limited Supervisory Support	—	2	—	13
Limited Support Personnel	1	—	1	13
Lunch Duty	2	1	—	12
Managerial Tasks	1	—	—	14
Meetings	1	1	1	12
No Input in Hiring	—	1	—	14
Paperwork	10	5	6	2
Parental Apathy	4	3	3	7
Personal Limitations	1	—	1	13
Political Intervention	—	—	1	14
Public Apathy	—	—	1	14
Pressures/Role Conflicts	—	1	2	12
Small Sized District	1	—	—	14
Staff Limitations	2	5	—	7
Special Education Dictates	—	1	1	13
Stagnation	2	—	2	11
State Mandates	5	4	5	4
Superintendent	2	—	—	13
Teacher Absenteeism	1	—	—	14
Teacher Remediation	1	—	—	14
Teacher Sharing	—	—	1	14
Teacher Unions	—	2	4	8
Time Limitations	12	9	6	1
Uninformed Board Members	—	1	—	14
Unprofessional Staff	—	—	1	14
Variety of Responsibilities	1	1	—	13

(Figure 25)

[Figures indicate actual number of respondents in each category.]

## ROLE LIMITATIONS

HANDICAPS TO ROLE FULFILLMENT	SECONDARY			
	1	2	3	Rank
Attendance Duties	1	—	—	8
Board Intervention	2	2	—	5
Clerical Limitations	1	—	—	8
Computer Limitations	—	1	—	8
Discipline Problems	3	3	2	2
Dual Principalships	1	1	—	7
Dual Role—Teacher	—	1	—	8
Extracurricular Activities	—	2	—	7
Facility Limitations	1	—	2	6
Financial Limitations	2	3	2	3
Interruptions	1	1	4	4
Lack of Assistance	1	1	—	7
Limited Support Personnel	1	—	1	7
Meetings	1	1	—	7
Paperwork	2	1	1	5
Parental Apathy	1	—	1	7
Personal Limitations	1	1	1	6
Political Intervention	—	—	1	8
Public Apathy	1	—	—	8
Pressures/Role Conflicts	—	—	1	8
Staff Limitations	—	3	—	6
Special Education Dictates	1	—	1	7
Stagnation	—	1	3	5
State Mandates	1	1	—	7
Superintendent	1	—	—	8
Teacher Unions	1	2	1	5
Time Limitations	12	4	3	1
Unprofessional Staff	—	1	—	8
Variety of Responsibilities	2	3	2	3

(Figure 26)

[Figures indicate actual number of respondents in each category.]

In both cases, elementary and secondary, the predominant roadblock is that of time limitations. The National Survey indicates that lack of time ranked as the number two roadblock in both 1965 and 1977. Time taken by administrative detail ranked as the number one roadblock; whereas, it has

fallen to a secondary ranking of five and an elementary ranking of two. It should be noted that financial limitations received a ranking of four in 1977, but has risen to a ranking of three.<sup>68</sup>

As indicated on pages 48 through 51, the majority of schools in Illinois exist in smaller cities and towns. The principals of those schools allocate a smaller amount of time to the educational-instructional emphasis. The smaller the school, the larger the responsibilities of the school principal with much time taken in supervision of the school facility, phone calls, and after-school activities. The principals in the larger schools are more able to delegate responsibilities to others, but those responsibilities were primarily those of an educational-instructional nature (pages 61-64). Those limitations with the higher ranking, characterized as administrative-managerial functions, dealt specifically in the areas of supervision and time limitations. Supervision appears to be the preferred activity, as indicated in figure 16, while limitations in time contradicts the freedom factor of prioritization indicated in figures 23 and 24. Analysis in both cases would indicate that the principal may be the determining factor involved, not in ability, but by personal preference.

If the majority of the principals indicate that they are the determinants of the day-to-day operations of the school facility (figure 22) and that they have the ability to prioritize their activities (figures 23 and 24), why then the existing problems of time limitations and administrative detail and

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<sup>68</sup>Byrne, p. 25.

paperwork?

To answer this question, the principals were requested to indicate what they perceived to be most beneficial and helpful in fulfilling their roles as principal. Figure 27, the Principals' Wish List, reflects their indicated needs.



## PRINCIPALS' WISH LIST

CATEGORY	Elementary	Secondary	Rank
Elimination of Dual Roles Knowledgeable Principal Division of Labor	6%	2%	6
Additional Support Staff Counselor Department Chairperson	2%	5%	8
Additional Teaching Staff Competent Staff Flexible Staff Supportive Staff	8%	0%	6
Additional Time Staff Development Classroom Visitations Student Interaction Less Interruptions Thinking and Planning	20%	16%	2
Administrative Assistant Teacher Evaluation Managerial Tasks	23%	22%	1
Collaborative networking Technology	1%	5%	9
Clerical Assistance Personal Secretary Computers Computerized Record Keeping Paperwork	10%	12%	3
Supervisory Assistance Discipline Extra-Curricular Activities Student Activities	5%	12%	5
In-Service Time Management Marginal Teacher Problem Solving Strategies	5%	5%	7
Financial Assistance	2%	2%	8
Central Office Support Employment Practices Budget Release Time Intervention Lower Teacher/Student Ratio Autonomy Curriculum Department	9%	7%	4
Parental Support Cooperation Improved Societal Values Stronger Family Ties Strong PTA Understanding of Student Rights and Responsibility	1%	5%	9
Personal Improvement Experience Better Memory	0%	5%	9
Stream-Lined Special Education Program	1%	0%	10
Cooperative Teachers' Union	1%	0%	10
Supportive State Programs Financial Less Intervention Legislative	2%	0%	9
Nothing Needed	4%	2%	—

(Figure 27)

The respondents indicated that in order to fulfill their roles as educational-instructional leaders and overcome their handicaps, they would need additional time, time utilized in staff development, classroom visitations, and thinking and planning. The method of obtaining additional time is to alleviate administrative-managerial tasks such as paperwork and record keeping by delegation to competent administrative assistants and clerical personnel.

Twenty-three percent and twenty-two percent of the principals on the elementary and secondary levels, respectively, indicate that delegation of responsibilities would provide additional time for an educational-instructional emphasis, but as noted on pages 61 and 62, delegation is not the answer if educational-instructional activities are delegated and replaced with administrative-managerial activities. Figure 27 indicates the possibility of this occurring. Under the category, "Administrative Assistant," principals requested assistance mainly in the area of teacher evaluation, while requesting additional time for student interaction. It would seem more plausible that the administrative assistant should be utilized in the handling of students and supervisory assistance in order to release more time for the teacher evaluation process.

A factor does begin to appear, that of administrative detail, or paperwork. In figures 24 and 25, paperwork was ranked as the number two limitation on the elementary level and number five on the secondary level. Figure 27, ranks clerical assistance, including paperwork as the number three priority on the "Principals' Wish List." Analysis of the amount of paperwork and its effect on the educational-instructional emphasis will be more evident in

figure 38 under the time log analysis labelled "School Management."

It is surprising to note that financial limitations had a high priority regarding role limitations, but was held to a low priority for assistance. It follows suit, that additional personnel means additional salaries. Additional salaries mean additional funding.

Questions 13, 19, 20, and 21 were asked in order to identify from what frame of reference the principals were perceiving their roles in relation to an educational-instructional and an administrative-managerial emphasis. How do the responding principals perceive their roles in terms of their perceived time allotments and activities? Are they truly aware of what constitutes the difference between the educational-instructional and administrative-managerial roles?

Figure 28 relates the time allotments as perceived by the principals in terms of the percent of time allocated to educational-instructional activities as opposed to the percent of time allocated to administrative-managerial activities. Columns three and four indicate the percent of the respondents that identified their time allotments within each category.

**LEADERSHIP STYLE  
TIME ALLOTMENT**

<b>%-INSTRUCTIONAL</b>	<b>%-MANAGERIAL</b>	<b>ELEMENTARY</b>	<b>SECONDARY</b>
5	95	1	2
10	90	5	3
15	85	2	2
20	80	9	3
25	75	5	10
29	71	1	0
30	70	9	12
33	67	1	2
35	65	1	6
37	63	1	0
40	60	9	15
45	55	4	0
50	50	24	25
51	49	6	6
55	45	5	3
60	40	9	9
65	35	1	3
70	30	3	0
75	25	3	0
80	20	1	0

(Figure 28)

Figure 28 indicates that when the principals were asked to express their time allotments as allocated to instructional and managerial activities, twenty-four and twenty-five percent of the elementary and secondary principals indicated that their time is split on a fifty-fifty basis to both leadership styles. Forty-eight percent of the elementary principals and fifty-five percent of the secondary principals indicate that they allocate time to activities with an administrative-managerial emphasis leaving twenty-eight and twenty-one percent respectively to activities with an educational-instructional emphasis.

The principals were then asked to indicate how they perceived their leadership styles, as an instructional leader or as a managerial leader.

**LEADERSHIP STYLE  
(SELF-IMAGE)**

CATEGORY	INSTRUCTIONAL	MANAGERIAL	BOTH
ELEMENTARY PRINCIPALS	56	30	14
SECONDARY PRINCIPALS	30	61	9
COMPOSITE	47	41	12

(Figure 29)

Figure 29 indicates that the majority of the principals perceive themselves as educational-instructional leaders (forty-seven percent). Forty-one percent perceive themselves as both educational-instructional and administrative-managerial leaders. These perceptions do not coincide with the indicated time allotments represented in figure 28.

The mean percent was calculated as to the actual time allocated to both categories of activities reported by the principals. Those principals indicating an emphasis on the administrative-managerial activities reported a mean of 24.6% for elementary principals and 27.5% for secondary principals

in time allotment for educational-instructional activities. Their perceptions proved to be true. Those principals indicating an emphasis on educational-instructional activities were found to allocate a mean of 37.4% on the elementary level and 39.8% on the secondary level. Those principals indicating a fifty-fifty emphasis were found to allocate 35.3% on the elementary level and 9.8% on the secondary level to activities characterized as educational-instructional. Their perceptions are shown to be incorrect.

As indicated in figure 30, the principals had received training and assistance in the areas of time management, managerial leadership, and instructional leadership. The majority indicated that they had received training primarily in the area of managerial leadership.

### IN-SERVICE

IN-SERVICE TRAINING	TIME ON TASK		MANAGERIAL LEADERSHIP		INSTRUCTIONAL LEADERSHIP	
	YES	NO	YES	NO	YES	NO
ELEMENTARY PRINCIPALS	58	42	78	22	64	36
SECONDARY PRINCIPALS	52	48	72	28	48	52
COMPOSITE	56	44	75	25	58	42

(Figure 30)

In all but one case, the principals indicated that they are aware of the mandates of the Educational Reform Act regarding instructional leadership.

As indicated in Chapter II, Review of Literature, the definition and

interpretation of leadership style, especially in relation to the educational-instructional roles and activities, is open to much interpretation. Figures 28, 29, and 30 indicate that confusion in interpretation exists in the perceived roles of the principals responding to this survey. Analysis would conclude that the majority of the respondents indicate that they are "Instructional Leaders," but allocate the majority of their time to "Managerial Tasks." Even if the principals were to incorporate an all-out effort towards an educational-instructional emphasis, not knowing what actually constitutes the emphasis, would directly effect the principals' relationships to those roles.

Daniel L. Dukes discovered that of the principals employed in Vermont in 1985, twenty-two percent had left the state's school system by 1986. He also observed in the Northwest many experienced, yet disgruntled principals. His curiosity sparked, he decided to conduct research regarding "principal dropout" by interviewing and following four "effective" principals who were considering leaving their positions. His findings are congruent to the findings regarding the perceptions of the Illinois school principals.<sup>69</sup>

Each of the four principals were discovered to be highly educated and knowledgeable in the area of educational administration, holding doctorates from prestigious universities. They aged from thirty-four to thirty-eight, holding principal positions for a period between two and six years, similar to the principals responding to this research (figures 11 and 13). Each of the four principals were considering the identified factors of quitting, categorized

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<sup>69</sup>Dukes, pp. 308-312.

as fatigue, awareness of self, sense of career, and reality shock. First, fatigue. As the Illinois principals indicated, the four principals expressed the preference for contact and working with people:

All you do is go around taking care of  
other people's needs.<sup>70</sup>

I fear I'm addicted to it (heart-work)  
and to the pace of the principalship-those  
2000 interactions a day. I get fidgety in  
meetings because they're too slow, and  
I'm not out there interacting with people.<sup>71</sup>

They enjoyed the diversity of tasks and the constant stream of interactions with students and staff, but found themselves entangled in a personal commitment to solving all problems involving the interactions rather than delegating the responsibilities to others. They found themselves as being "sought out rather than seeking" at the expense of the activities that they would prefer in the areas of program development and planning. Overwhelmed by paperwork and managerial details, their work became more challenging, but also "more difficult, more routine, and more boring than they had expected."

Variety often prevented principals from  
their energies on particular activities and  
deprived them the chance to follow an undertaking  
through to the completion.<sup>72</sup>

As is the case with the Illinois school principal, "confusion, rather than clarity, characterized the principals' thinking about their roles."

The second area of concern was awareness of self, "being exposed to

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<sup>70</sup>Ibid, p. 308.

<sup>71</sup>Dukes, p. 309.

<sup>72</sup>Ibid, p. 311.



more needy people than they could manage." Constant demands upon the time and knowledge of the principals found them sacrificing time and effort that could otherwise be given to their lives and families. As indicated on pages 31 through 33, the female principal found her job to be in conflict with the raising of her family.

The first year we had two district meetings a month. I would sit there, and there were 26 men and three women. The closer it got to 6 p.m. - with a day-care service that charged me a dollar a minute for being late - the more nervous I would get.<sup>73</sup>

For each of the four principals, the intent on leaving their present positions was a consideration, but in no case, were any of the principals considering leaving the profession. They were concerned with being seen as "place bound," remaining in any one position for a considerable period of time.<sup>74</sup> This possibly explains the findings expressed in figures 12 and 13, indicting the horizontal mobility involved in the position of principal.

The final area was reality shock. As previously stated, each of the four principals were considered extremely capable and knowledgeable in their positions, but were not prepared for the demands on their personality factors, contributing to frustration:

The conflict for me comes from going home every night acutely aware of what didn't get done and feeling after six years that I ought to have a better batting average.<sup>75</sup>

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<sup>73</sup>Dukes, p. 310.

<sup>74</sup>Ibid, p. 308.

<sup>75</sup>Ibid, p. 309.

Of the four principals, two took central office positions, one became a principal in a different state, and the forth was granted a leave of absence, not planning on returning to the former position.

The main point to consider from this study is in the area of student contact and interaction as related to the Illinois principal. The premise on page 72, was that the Illinois principal does not have the opportunity to allocate time to educational-instructional activities because of the preference for interaction with the school population. The direct interaction was assumed to exist as a matter of choice and personality preference on the part of the principal. This may still be true. What Daniel Dukes study indicates is that the time allotment may not be a matter of choice. Constant interruptions and being "sought after" by the school constituents does not allow the principal the freedom of choice as they indicated in figure 22, page 65. The problem may be that the principals have either resigned themselves to the fact that they cannot escape from the constant demands, or else do not have the knowledge base or resources that would allow them the freedom to seek other activities.

## SUMMARY

The Illinois school principal is most likely to be male, between the ages of forty-one to fifty, holding a Master's degree with additional course work, and having served in their present positions as principal eight years or more with between ten and twenty years in administration.

The secondary school principal would typically be from a locality with a population of five thousand. The elementary school principal would originate from a locality of between five thousand and one hundred forty-nine thousand. The majority of the schools maintain an enrollment of less than seven hundred fifty students with the elementary school enrollments falling somewhere between two hundred fifty and five hundred students.

The Illinois school principals view themselves as having control over their facilities with little or no intervention and a great deal of support from the central office personnel and district superintendents. They perceive themselves as educational-instructional leaders performing administrative-managerial tasks. Time limitation is the largest area of concern with supervision and paperwork taking up much of their time. The majority of the principals, especially in the elementary schools, indicate that they are the sole individuals responsible for the activities of the school setting. Additional time, administrative assistance, and clerical assistance would be the predominant factors in diminishing managerial tasks and allowing more of a concentration on the instructional tasks.

How do the reported findings and characteristics effect the role of the school principal in Illinois in relation to the educational-instructional and administrative-managerial emphasis?

**SEX:**

Male principals have been shown to be predominantly oriented to the administrative-managerial activities of the school. With the male principal being the preference in the secondary levels and with the decrease of the number of female principals in the elementary levels (figure 7), it would hold true, that the relationship towards the educational instructional emphasis is and will continue to be adversely effected.

**AGE:**

The survey indicates that the age of the school principal in Illinois as well as nation-wide tends to be constant. Whether the principal is male or female, no identifiable factor was discovered that would indicate that the age of the principal directly affects the leadership style.

**DEGREE DISTRIBUTION:**

Even though the number of advanced degrees has been found to be on the increase, no direct relationship was found to exist that would influence the principals' leadership styles. What was assumed, but is open to further investigation, is that the training in the degree program rather than the degree, may be a contributing factor. If the training consists of an emphasis on the administrative-managerial functions and activities of the school principal, then that training would be reflected in the actual activities and emphasis of the school principal.

**YEARS IN ADMINISTRATION/PRINCIPALSHIP:**

As the number of years that a principal spends in educational administration increases, the percent of time allocated to the educational-instructional

tional emphasis increases, only to decrease after twenty years (figure 12). The majority of school principals in Illinois serving in administrative positions for a time period of between ten and twenty years, can only positively effect the growth of the educational-instructional emphasis of the Illinois school principal, but as related to a mobility factor in the number of years that the principals serve in their current schools, the growth in the educational-instructional emphasis is counteracted by an acculturation process experienced by new, yet experienced principals. Until such time as the process has been completed, the educational-instructional emphasis must wait. Once acculturation has taken place and the principal feels comfortable within the new setting, emphasis can be placed on the educational-instructional activities.

#### **STUDENT ENROLLMENT:**

The typical principal is most likely to be found in schools with a relatively low enrollment. Even at the extremes of the enrollment figures, it was discovered that the actual student populations has little, if any, effect on the principals' relationship to the educational-instructional and administrative-managerial emphasis.

#### **AREA POPULATION:**

As the size of the community decreased, the emphasis on educational-instructional activities increased. The typical Illinois principal being found in areas with reduced populations should reflect an increase in the educational-instructional emphasis. The current emphasis towards consolidation of smaller school districts could cause an increase in the administrative-managerial

activities as the size of the school districts increase.

### **FREEDOM, LIMITATIONS, AND ROLE FULFILLMENT:**

The perceived emphasis expressed by the principals and the actual activities of school principals indicate distinctive contradictions as to the role of the principal. As the principals indicate the desire and need to orient their activities towards an increase in the administrative-managerial activities as the size of the school districts increase.

### **LEADERSHIP STYLE AND SELF-IMAGE:**

The majority of the principals in Illinois view themselves as "Instructional Leaders" concentrating on activities perceived as having an educational-instructional emphasis. Vague definitions and interpretations of what constitutes an educational-instructional emphasis as well as the administrative-managerial emphasis clearly create a conflict between the perceived self-image and actual performance. Until such time as clarity in definition exists, confusion shall continue to exist.

## CHAPTER IV

### PRESENTATION AND ANALYSIS OF DATA: TIME LOGS

The Demographic Survey analysis in Chapter III attempted to discover characteristics, attitudes, and perceptions of the Illinois school principal and to discover what affect the data would have on the educational-instructional and administrative-managerial emphasis. Chapter IV is an attempt to analyze the actual activities, the time allotments to those activities, and the effects of the allotments in relation to the educational-instructional and administrative -managerial emphasis.

The role of the school principal has changed according to the beliefs, needs, mores, and attitudes of America's society from the first established common school in 1840 by Horace Mann's appointment as the first executive secretary of the Massachusetts State Board of Education for public instruction, to the complex sociological and technological society of today. Glen Robinson describes the role of the principal as undergoing radical changes according to the political beliefs and needs of the American society.<sup>76</sup> Education from 1837 to 1909 was a result of society's belief that education was a means to instill social control on the common people who exhibited a threat to the harmony of society who had to be controlled and restrained.<sup>77</sup>

Education and literacy was a means to instill the values on the youth of America. The emphasis was on traditional and religious beliefs of discipline, obedience, memorization, and recitation; moving from one lesson to the

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<sup>76</sup>Glen E. Robinson, "Learning Expectancy: A Force Changing Education," Concerns in Education, (Virginia: Educational Research Service, Feb., 1986).

<sup>77</sup>Robinson, pp. 4 and 5.

next. The philosophy of education was education of the masses, but with the expectation of learning only by a dedicated few. The principal was viewed as the "headmaster, overseer, or inspector, emphasizing the three R's and discipline of the masses, those who wanted to learn. Those who did not want to learn were subjected to harsh discipline and tagged as "laggards."<sup>78</sup>

Alfred Binet's work in developing instruments to determine intelligence and learning capacities in 1904, sparked a movement that eventually spilled over from France to the United States, creating a second era in educational beliefs and philosophies lasting until 1975.<sup>79</sup> Initiated by the Army as the United States entered World War I to hastily classify recruits, the use of intelligence tests were eventually accepted as a means to assess learning potential. The accepted belief that individuals differ in their learning capacities, created the concept of the "good learner" and the "poor learner."<sup>80</sup> As a result, opportunity for an education existed for all, but it was a generally accepted expectation of "much learning from some, and little learning from others."<sup>81</sup>

During the second era, the principal's role was that of a disciplinarian, enforcer of the rules. The principal was considered the administrator of the curriculum as prescribed by the local school boards, and teacher evaluator.<sup>82</sup>

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<sup>78</sup>Ibid, pp. 19 and 20.

<sup>79</sup>Ibid, p. 8.

<sup>80</sup>Ibid, p. 10.

<sup>81</sup>Robinson, pp. 21 and 22.

<sup>82</sup>Ibid, p. 16.



The third era, beginning in 1976, was influenced by John Carrol's article regarding discrepancies in student learning based on time, not on innate capacities to learn. Popularized by Benjamin Bloom in 1976, a new philosophy of learning occurred identifying every individual as having the capacity to learn, but with differing rates of learning. As a result, the role of the school principal became one of responsibility for:

directing and managing the teaching/learning  
process of the school and maintaining the  
learning climate.<sup>83</sup>

As the third era evolved, the philosophy of learning had moved from learners and non-learners, to good learners and poor learners, to the philosophy of fast learners and slow learners. As the philosophy changed, so did the role of the principal: from headmaster and disciplinarian, to curriculum administrator, to today's philosophy of instructional leader in charge of employing skills and knowledge in maintaining and altering educational programs to best meet the needs of the school populace.<sup>84</sup>

As is evident in the educational reform movements from the Sputnik era to today's global educational movement and keeping up with the Japanese, social and political factors still influence the educational emphasis through technological and economic pressures. The difference between now and the 1840's, is that as the pressures are placed on the educational system, the principals become more involved in maintaining the learning process and

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<sup>83</sup>Ibid, p. 10.

<sup>84</sup>Robinson, pp. 20 and 21.

status quo.<sup>85</sup> Innovative learning and instructional strategies to meet the growing technological and informational needs of society and the computer age may involve extensive utilization of both hard-ware and soft-ware to maintain the pace, but use of the principals' warm-ware,<sup>86</sup> body and mind, may be the determining factors for success

In order to maintain the ebb and flow of changes and reforms in education the principals have had to alter the concept of the typical work day or work week. The National Survey discovered in 1965 and 1977, that the majority of principals reported an average work week of fifty to fifty-four hours per week, with an increase in the number of individuals reporting of 16% from 1965 to 1977.<sup>87</sup> In a study conducted by Richard Arndrews and Jackie Hallett in 1983 of 1006 principals in Washington State, the work day of the average principal consisted of a time allocation of just over ten hours per day or fifty and one-half hours a week.<sup>88</sup> A similar study of 21 principals by Deborah Wing in 1987, produced the same results.<sup>89</sup>

Analysis of the submitted time logs for each categorical emphasis and the personal activities of the principals responding to this research are

<sup>85</sup>Rosebeth M. Kanter, "Becoming and Educational Change Master," a speech, (Association of Supervision and Curriculum Development Convention, March, 1989).

<sup>86</sup>Cole Jackson, "Strategic Planning as a Vehicle for Organizational Improvement," a speech, (Association of Supervision and Curriculum Development Convention, March, 1989).

<sup>87</sup>Byrne, pp. 19 and 20.

<sup>88</sup>Richard Andrews and Jackie Hallett, The Role of the School Principal in Washington State, (Washington State: University of Washington, Seattle, 1983) p. 17.

<sup>89</sup>Ibid, p. 21.

depicted in figure 31. The hours per day reported by the respondents would indicate that the Illinois school principal falls far below the national norm, reporting 7.01 hours per day, or 35.05 hours per week for the secondary principals and 6.13 hours per day, or 30.75 hours per week for the elementary principals. The discrepancy would indicate that principals work less hours per week today than they did nine years ago or less hours per week than principals in other states.

What is not shown by the National Survey is the number of days per week that the responding principals worked or what the actual activities were that the principals performed. In defense of the principals reporting for the purpose of this project, the work week consisted of six, sometimes seven days per week raising the work week to roughly fifty hours, at the national norm.

#### **LENGTH OF THE SCHOOL DAY**

CATEGORY	SECONDARY	ELEMENTARY	COMPOSITE
INSTRUCTIONAL- EDUCATIONAL EMPHASIS	2.25 HR/DAY	2.18 HR/DAY	2.21 HR/DAY
ADMINISTRATIVE- MANAGERIAL EMPHASIS	4.52 HR/DAY	3.78 HR/DAY	4.05 HR/DAY
PERSONAL ACTIVITIES	0.26 HR/DAY	0.17 HR/DAY	0.18 HR/DAY
TOTAL HOURS PER DAY	7.01 HR/DAY	6.13 HR/DAY	6.44 HR/DAY

(Figure 31)

A difference does appear in the number of hours allocated to the position for the elementary and secondary principals. In this research and those previously mentioned, page 91, the elementary principals have been found to have shorter work weeks and allocate less time per day than the secondary

principals. The difference in time allocations between the elementary and secondary principals will be explained throughout Chapter IV as each administrative function is analyzed.

In collating the data from the individual time logs, a problem occurred. It was discovered that the individual principals did not follow or could not follow the specific instructions regarding the number of days to be logged. In most cases, the desired number of five days was recorded, but in various instances, the number of days ranged from one to seven. In order to adjust to the discrepancy, the total number of minutes was determined that each principal dedicated to the fulfillment of the role as principal, then calculated to represent the percentage of recorded time, allowing a justification in the use of all the time logs submitted. Following, the percentage of total individual time was determined. What existed was a percentage rate for each category identified for each principal (see Appendix, Administrative Functions) yielding a break down of the percent of time allocated by each principal to each function over the reported time periods of one to seven days (figure 32).

# ADMINISTRATIVE FUNCTIONS BY GRADE LEVEL

## SECONDARY LEVEL

M/BM	I/PS	M/SA	M/SB	I/PG	I/DV	M/CA	I/PD	M/DOA	M/TA
31.16%	18.88%	12.28%	11.74%	5.31%	3.32%	4.38%	2.71%	4.52%	.55%

## ELEMENTARY LEVEL

M/BM	I/PS	M/SA	M/SB	I/PG	I/DV	M/CA	I/PD	M/DOA	M/TA
33.19%	19.07%	07.08%	11.09%	5.20%	2.66%	6.12%	5.58%	5.50%	.58%

## COMPOSITE

M/BM	I/PS	M/SA	M/SB	I/PG	I/DV	M/CA	I/PD	M/DOA	M/TA
32.50%	19.01%	09.32%	11.50%	5.24%	2.88%	5.53%	4.61%	5.17%	.57%

## PERSONAL ACTIVITIES

SECONDARY	2.61%
ELEMENTARY	2.50%
COMPOSITE	2.52%

(Figure 32)

### LEGEND:

- M ADMINISTRATIVE-MANAGERIAL FUNCTION  
 I EDUCATIONAL-INSTRUCTIONAL FUNCTION  
  
 BM BUILDING/SCHOOL MANAGEMENT ACTIVITIES  
 PS PERSONNEL SUPERVISION ACTIVITIES  
 SA STUDENT ACTIVITIES  
 SB STUDENT BEHAVIOR ACTIVITIES  
 PG PLANNING ACTIVITIES  
 DV PROGRAM DEVELOPMENT ACTIVITIES  
 CA COMMUNITY ACTIVITIES  
 PD PROFESSIONAL DEVELOPMENT ACTIVITIES  
 DOA DISTRICT OFFICE ACTIVITIES  
 TA TEACHER ACTIVITIES

The category, Personal Activities, has been identified as an entity unto itself because of its disassociation with educational functions.

In figure 33, each of the functions are arranged in rank order according to the percent of time allocated to each of the indicated functions. Compared to the 1977 findings of Robert Krajewski, (figure 6, page 28) and the National Survey (Figure 5, page 26), each function except Program Development and Community Activities has not differed in its rank order. Program Development has shifted from fifth position to ninth. Community Activities has shifted from eighth to fifth.

### ALLOCATION OF FUNCTIONS

FUNCTION	COMPOSITE RANKING	ELEMENTARY RANKING	SECONDARY RANKING
School Management	1	1	1
Personnel Supervision	2	2	2
Student Activities	3	3	4
Student Behavior	4	4	3
Community Activities	5	5	7
Planning	6	8	5
District Office Activities	7	7	6
Professional Development	8	6	9
Program Development	9	9	8
Personal Activities	10	10	10
Teacher Activities	11	11	11

(Figure 33)

The time of the year that the time logs were completed by the individual principals could allow for the shift in Community Activities. As indicated in figure 42, page 144, many of the schools were holding parent/teacher con-

ferences or "open houses" for their parents and mailing parent newsletters to the community. October is also the time of the year for Halloween parties involving various community agencies, especially in the elementary schools.

Program Development is the implementation stage on the local school level resulting from planning. Explained in more detail on pages 124 through 130, planning is a function of the central office staff. Until such time as the planning stage has been completed, the program development stage of the principal lies dormant. The hesitancy on the part of the central office in the planning of educational reform and political dictates because of financial and specific guideline limitations directly effects the amount of time allocated to the development of new programs by the school principal.

Having determined the allocation for each of the functions, the answer to the primary question of the research could be revealed:

**DOES THE ILLINOIS SCHOOL PRINCIPAL  
ADHERE TO THE MANDATE THAT HE/SHE  
ALLOCATE TIME TO A 51% INSTRUCTIONAL-  
EDUCATIONAL EMPHASIS ON ACTIVITIES  
OPPOSED TO A 49% EMPHASIS ON ADMINIS-  
TRATIVE-MANAGERIAL ACTIVITIES?**

**TIME ALLOCATION  
IN PERCENTS**

PRINCIPAL	EDUCATIONAL INSTRUCTIONAL EMPHASIS	ADMINISTRATIVE MANAGERIAL EMPHASIS	PERSONAL TIME
SECONDARY SCHOOL	30.21%	67.18%	2.61%
ELEMENTARY SCHOOL	32.74%	64.74%	2.50%
COMPOSITE	31.89%	65.56%	2.53%

(Figure 34)

In response to the research question, the answer is **NO**. The Illinois school principal does not adhere to the mandate of 51% to 49%. Figure 34 indicates that the secondary school principals and elementary school principals allocate approximately one-third of their work schedules to activities that are identified as educational-instructional, while two-thirds are allocated to administrative-managerial activities, classifying the respondents as "Managerial Leaders." The table titled Administrative Functions located in the Appendix, indicates that there are those principals at both the secondary and elementary levels who are able to dictate and control the activities of the day in order to assume the character of an "Instructional Leader," delegating the managerial responsibilities to others. The majority of the principals, either because of choice or factors beyond their control, were either unable to maintain a controlling factor on their activities or preferred to allocate their time to activities with an administrative-managerial emphasis.

Is the school principal in control of time allocation? Is the mandate realistic? These questions and a further explanation of the principal's roles and activities will be answered following the third phase, activity-time allocations.

In phase three, the specific activities within each function were identified as was the time allocation for each specific activity. Utilizing an activity-time allocation matrix for each administrative function, the total number of minutes allocated to a specific activity was calculated as well as a comparison between the secondary and elementary school principals.

A problem occurred when it was discovered that certain principals



perform dual roles: principal of more than one school at the same or different grade levels. They also performed principal-teacher roles, teaching during specific time periods or on specific days. This problem was assimilated into the study by including only the school principal's role at a specific grade level or school for which the principal was randomly selected, and by eliminating the amount of "teacher-time" indicated in the principal's time log.

Each matrix denotes a categorical activity, figure 35 through 45. The first column of each matrix lists the activities reported by the various principals. The next three columns depict the reported percent of time allocated to each activity within each function for the secondary principal, elementary principal, and a composite of the two. The activities are also ranked within each column according to the percent of time allocation per activity

#### **SCHOOL/BUILDING MANAGEMENT:**

Those activities identified as being of an administrative-managerial emphasis and not falling within any of the other functions were placed in the category of building and school management. The activities have been identified as not being directly related to the curriculum or actual teaching functions related to the instructional-educational activities, yet are necessary activities for a successful functioning of the school.

**SCHOOL MANAGEMENT**

ACTIVITY	SECONDARY RANK %	ELEMENTARY RANK %	COMPOSITE RANK %
BUILDING SUPERVISION	1 (19.32%)	1 (18.24%)	1 (18.62%)
LUNCH SUPERVISION	2 (16.57%)	2 (17.85%)	2 (17.40%)
PAPERWORK	3 (18.66%)	4 (12.78%)	3 (14.86%)
OFFICE WORK/DUTIES	4 (11.50%)	3 (13.92%)	4 (13.07%)
MAIL: READ/SORT	5 (08.86%)	5 (09.00%)	5 (08.95%)
BUILDING SUPERVISION	6 (05.63%)	6 (07.75%)	6 (07.00%)
BUS SUPERVISION	8 (03.64%)	7 (05.91%)	7 (05.11%)
PHONE CALLS	7 (04.13%)	9 (04.04%)	8 (04.07%)
MATERIALS/SUPPLIES	14 (01.37%)	8 (03.53%)	9 (03.53%)
SUPPORT STAFF SUPERVISION	9 (03.35%)	13 (01.57%)	10 (02.78%)
BUDGET/EXPENSES	13 (01.89%)	10 (02.90%)	11 (02.54%)
OBTAINING SUBSTITUTES	10 (03.24%)	13 (01.57%)	12 (02.17%)
COMPUTER INPUT	11 (03.11%)	18 (01.52%)	13 (01.52%)
GENERAL SUPERVISION	12 (02.67%)	16 (00.74%)	14 (01.42%)
MEMOS/ ANNOUNCEMENTS	15 (00.86%)	14 (01.41%)	15 (01.22%)
RECESS/PLAYGROUND SUPERVISION	18 (00.00%)	12 (01.87%)	16 (01.21%)
SALES REPRESENTATIVES	16 (00.47%)	17 (00.72%)	17 (00.64%)
TRAVEL TIME	18 (00.00%)	15 (00.98%)	18 (00.63%)
FIRE DRILLS	17 (00.18%)	19 (00.19%)	19 (00.19%)
VANDALISM/BURGLARY	17 (00.18%)	20 (00.03%)	20 (00.08%)

(Figure 35)

As indicated in figure 32, page 94, school management activities comprise approximately one-third or 32.50% of the Illinois school principal's daily time allotment. Supervision of the building, cafeteria, buses, and playground plus general supervision before school, after school, and during the day is the predominant activity in this function, comprising just over 50% of the function's activities. Liability factors, lack of assistance, and lack of financial support necessitate the principal assuming many of the tasks involved in supervision. In Search of Excellence calls for the principal to be more involved in the management aspect of the facility. Through MBWA, or Management By Walking Around, the principal is instructed to get out of the office and personally see what is occurring within the building.<sup>90</sup> Elementary principals express the feeling that their school day was not considered a success unless they were able to get into every classroom every day. Secondary principals indicated that the week was not a success unless they were to visit every classroom at least once per week.<sup>91</sup> Various principals participating in this research, identified time periods within the school day allocated specifically for this purpose, allowing the principal to stay in touch, mainly with the affective nature of the school site.

Where the confusion exists is not in the philosophy of "getting into the classroom" or interaction with the students and staff, but what constitutes the interaction. Being visible by assuming supervisory responsibilities is quite different from visiting classrooms and working with the teaching

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<sup>90</sup>Thomas Peters and Robert Waterman, Jr., In Search of Excellence (New York: Harper and Roe, 1982).

<sup>91</sup>Andrews, p. 35.

staff.

The size of the school district and the size of the community, pages 48 through 53, is characterized with a social nature of close relationships with the principals and students. Especially in smaller schools, principals find themselves having to identify elements that facilitate a coordination of efforts in the entire operation of the school. In the smaller schools, as is characteristic of Illinois schools, the educational-instructional emphasis takes a back seat to the administrative-managerial emphasis. Particularly on the elementary level, various activities were performed by the principals trying to be "all things to all people,"<sup>92</sup> that could have been delegated to others. Repairing the xerox machine, moving audio visual equipment from one room to another, loading and unloading supplies from trucks, and visits to the post office are activities that should be handled by others within the building besides the principal. Supervision of the hallways and cafeteria can be delegated to the teaching staff as long as the bargaining agreement allows it.

A significant factor appears when analyzing the number of activities within the school management category. Of the activities classified as school management, elementary principals comprised 64.54% of the reported activities compared to 35.46% reported by the secondary principals, a ratio of almost 2 to 1. In either case, as noted on page 87, Freedom, Limitations, and Role Fulfillment, delegation of the supervisory functions is available to most principals (figure 19-21, pages 61-64), but tends to be performed by the princi-

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<sup>92</sup>Sharon F. Rallis and Martha C. Highsmith, "The Myth of the Great Principal, Questions of School Management and Instructional Leadership," Phi Delta Kappan, Vol. 68, No. 4, (Indiana: PDK, Dec., 1986) p. 301.

pals as a matter of choice. Either because of training, or choice, an underlying philosophy exists. Idealistically, it has been shown that school principals are good managers.<sup>93</sup> Central office controlled principal evaluation criteria also indicate that as long as the operation of the school facility operates properly and effectively so as not to cause a disruption and teaching takes place within the classroom, then the principal is maintaining an atmosphere for learning. Managerial functions and maintenance functions usually occur as a matter of immediate need.<sup>94</sup>

Pressures from the central office, teacher unions, staff, student crisis, parental needs, community groups, and others most often find the principal in the hallway rather in the office. People judge the effectiveness from what they readily see. An attractive, clean building, free of graffiti, may be the most visual factor to individuals from the community and external environment, formulating a positive image of productivity whether or not productivity exists. Until such time as training, principal evaluation criteria, community needs, financial backing, and principal preferences relinquish this philosophy, the predominance of such activities shall persist.

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<sup>93</sup>Rallis, p. 301

<sup>94</sup>Dukes, p. 311.

## PERSONNEL SUPERVISION:

Judith Warren and Tom Bird noted that a principal performing observations of eighty teachers once per week and working alone would take two years; three times a week, twenty-seven weeks; and five times a week, sixteen weeks to perform the task.<sup>95</sup> As time consuming as it may seem, maintenance of the productivity of the teaching staff is of utmost importance. If the principal of the building is to be the instructional leader, then the teachers of that building are the means of instituting the instructional philosophy.

The Educational Reform Act mandates that the principal is responsible for the development and maintenance of an approved evaluation plan for the biannual evaluation of the school's staff either directly or through delegation to qualified administrative staff.<sup>96</sup>

Supervision of the school staff does not limit itself to the contractually agreed summative process or to an organized formative process such as clinical supervision. Not all personnel supervisory activities are necessarily planned, nor are they necessarily initiated by the principal. Figure 36, indicated those activities reported that qualify as being allocated to various forms of personnel supervision.

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<sup>95</sup>Judith Warren and Tom Bird, "Instructional Leadership, 'Close to the Classroom,'" Instructional Leadership, Concepts, Issues, and Controversies, (Massachusetts: Allyn and Bacon, Inc., 1987) p. 133.

<sup>96</sup>Illinois State Board of Education, p. 4.

### PERSONNEL SUPERVISION

ACTIVITY	SECONDARY RANK %	ELEMENTARY RANK %	COMPOSITE RANK %
TEACHER OBSERVATIONS	1 (23.16%)	1 (23.69%)	1 (23.50%)
TEACHER CONFERENCES	2 (20.98%)	2 (23.00%)	2 (22.26%)
CLASSROOM VISITS	8 (02.59%)	3 (14.48%)	3 (10.11%)
PRE/POST CONFERENCES	4 (13.36%)	6 (05.89%)	4 (08.63%)
STAFF MEETINGS	6 (07.08%)	4 (09.12%)	5 (08.36%)
STAFF DEVELOPMENT IN-SERVICE	3 (15.20%)	7 (04.11%)	6 (08.19%)
EVALUATIONS	5 (08.01%)	5 (07.72%)	7 (07.83%)
PARENT/STUDENT COMPLAINTS	7 (04.86%)	8 (02.79%)	8 (03.55%)
ADMINISTRATIVE MEETINGS	9 (01.68%)	10 (01.73%)	9 (01.71%)
PERSONNEL INTERVIEWS	13 (00.00%)	9 (02.68%)	10 (01.70%)
MEMOS	10 (01.51%)	13 (01.19%)	11 (01.31%)
REVIEW OF LESSON PLANS	11 (00.79%)	12 (01.40%)	12 (01.17%)
STUDENT TEACHER SUPERVISION	13 (00.00%)	11 (01.49%)	13 (00.94%)
SUBSTITUTE TEACHER SUPERVISION	12 (00.77%)	14 (00.73%)	14 (00.74%)

(Figure 36)

Analysis of the principals' roles (figure 32) identifies Personnel Supervision as having the number two priority in allocation of time and activities, 19.01%. Any and all contacts and activities with the teaching staff, including substitute teachers and student teachers, that relate to instructional and professional growth of the teaching staff were classified under this category.

Defining the evaluation process as principal-initiated actions of pre-conference, observation, and post-conference, identifies the summative evaluation as comprising 39.96% of the activities within this function. Formative activities such as classroom visitations, informal teacher conferences, and maintenance of an "open door" policy comprise 34.54% of the activities directed towards individual teachers.

Group activities such staff development and in-service programs comprise 17.81%. A comparison of the secondary and elementary levels under Personnel Supervision of 36.78% to 63.22% respectively, would indicate that the secondary principals have more of a tendency to distribute most of the responsibilities to other individuals. The elementary principals would tend to keep most of the responsibilities to themselves. If no other individuals exist to delegate the responsibility to, as figures 19, 20, and 21 indicate, then the elementary principals, being the sole individuals responsible, have no other choice but to perform the function themselves.

Alterations of various techniques in the formative and summative processes to suit the needs of the principal not only enables the principal to maintain contact with the instructional mode, but allows the principal to ensure that the educational-instructional emphasis philosophy is emphasized and followed within the school. An on-going and effective process of professional development may eliminate the "Great Golden Time Gobbler," or ineffective and moderate teacher, orienting the teaching staff in the maintenance and utilization of effective teaching techniques to meet learning styles.<sup>97</sup>

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<sup>97</sup>Richard Andrews, "The Illinois Principal as an Instructional Leader," a speech, (Illinois Principals Association, Jan., 1989).



The principal may function with one or all of various options. By utilizing outside resources, specialists, trainers, and consultants that can relay the principal's philosophy, supervisory maintenance is carried out or delegated, freeing the principal to other activities. In choosing outside resources, the principal should make sure that his/her individual philosophy is conveyed effectively to the teaching staff by carefully screening who is invited, why they are invited, and under what terms they are invited. Impromptu and incomplete communication of purpose can only injure the image and philosophy to be relayed.<sup>98</sup>

A second option open to the principal involves direct contact with the teaching staff, utilizing supervisory and evaluation techniques. Principals take to this task using a variety of approaches depending on each principal's philosophy. Effective techniques utilize the aspects of planning and coordinating the supervisory activities of the pre-conferences, observations, and post-conferences; taking time for evaluation and critical reflection; and projection of purpose. These aspects may be effective, but may be overpowering to the individual principal.<sup>99</sup>

Organization and delegation of the teaching staff for collegial interaction is a third option open to the principal. Collegial interaction promotes sharing and common knowledge accompanied with a common growth and development within. As with option one, the principal needs to ensure that an instructional philosophy is conveyed and practiced. Though time consum-

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<sup>98</sup>Warren, p. 120.

<sup>99</sup>Ibid.

ing, the principal is placed more in an administrative-managerial role, coordinating activities, ensuring common meeting times, and providing equipment and facilities.<sup>100</sup>

Secondary principals reported a significant difference in time allocation over the elementary principals in the utilization of the group process in personnel supervision similar to the first option. Of the activities reported as group supervision, such as staff meeting and in-service programs, the secondary principals reported just 24% of the activities as compared to the 14% reported by the elementary principals.

None of the principals maintaining time logs reported any activities mentioned in the third option. Collegiality and peer evaluation and coaching techniques are not mentioned.

The preference reported by both the secondary and elementary principals consist of formal and informal evaluation techniques involving direct intervention by the principals as denoted in the second option. Activities involved in informal evaluation and supervision such as class visits and teacher-initiated conferences were reported primarily by the elementary principals, 37.5% as compared to 23.6% reported by the secondary principals.

The formal evaluation processes were given time allocations that were relatively similar on both levels with secondary principals reporting 47% of the personnel supervision activities and the elementary principals reporting just over 40% of the activities. Combining the formal and informal evaluation/supervisory activities, produces a composite of 75% of all personnel

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<sup>100</sup>Warren, p. 120.

supervision activities as indicated in the first option.

Figure 20, page 63 indicates that there exists trained individuals to whom a portion of the personnel supervision could be delegated. Figure 21, page 64 reinforces the findings with only 18% of the principals indicating that they delegate the responsibility to others.

If 19.01% of the reported activities or approximately one hour a day is allocated to personnel supervision, a principal with an enrollment between 250 and 500 students (figure 14, page 50) and evaluating one-half of the teachers a year (figures 17 and 18, pages 58 and 59 roughly thirteen hours to complete the classroom observation process alone. Utilization of an extended pre and post conference process would indicate the allocation of approximately 30 to 40 hours a year, well within reason for time allocation.

Where the Illinois principals appear to be lacking in personnel supervision is in the areas mentioned in option three, page 106. A general misconception is that staff development only involves the relaying of information to the teaching staff regarding students, learning processes, and teaching strategies. Linda Lambert indicates that in today's day and age, staff development has come to an end, that professional development is the way of today and tomorrow.<sup>101</sup> Professional development, whether called team teaching, collegiality, peer coaching, collaborative networking, or teacher empowerment, involves the process of involving the teaching staff in the entire operation of the school site. Change is more likely to occur when the process originates

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<sup>101</sup>Linda Lambert, "The End of Staff Development," a speech, (Association for Supervision and Curriculum Development Convention, March 1989).

and operates from inside the school setting than it would if it were to come from without. A sense of a shared vision as to what the goals of the school should be and how those goals are achieved becomes more meaningful when teachers are involved in the defining of those goals. Utilization of collaborative models of professional development involves the restructuring of the school decision making process where teachers participate in the decision making process concerning issues of the school and the school structure. It involves the opportunity not only for the teachers to explore and disseminate their own ideas and contribute to a professional knowledge base, but affords the school principal the opportunity to accentuate change with a minimal degree of dissension.

Teacher and administrator relations have been hampered by the philosophy that the only power that the teacher holds is in the power to subvert, causing resistance and lack of cooperation against the policies of the administrator.<sup>102</sup> In the same vein, utilization of collaborative networks and empowering teachers is seen as a threat to the power and authority of the administrator. It is the responsibility of the administrator to establish a climate of trust and partnership by establishing specific guidelines of inclusion, while at the same time, manipulating and soliciting interactions from the teaching staff.

Effective use of collaborative networking and teacher empowerment allows the teachers to define and perform new roles. Teachers have indicated

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<sup>102</sup>Marian Leibowitz and Bena Kallick, "Building Administrative Skills for Problem Solving," a speech, (Association of Supervision and Curriculum Development Convention, March, 1989).

that the learning environment and instructional climate are their responsibility: "teachers teach and administrators administrate." Collaborative networking and teacher empowerment create an environment that allows the teachers to become involved in administrative-managerial details and the principal to become more involved in the educational-instructional details.

Staff development activities and in-service programs are only effective if used as on-going methods of professional development. The majority of the staff meetings reported by the respondents appeared to take on the characteristic of rote meetings to relate information and announcements for the day or week to the teaching staff. Luis Rubin characterized such meetings stating how he over heard a teacher state that when he died, he hoped to die at a faculty meeting because the difference between life and death is less than discernable at such meetings.<sup>103</sup>

Reviewing the methodology utilized by the responding principals in personnel supervision, involvement of the teaching staff in administrative-managerial matters and cultural matters as well as instructional matters could alleviate the principals from many of the day-to-day routine duties and activities, especially in the areas of supervision that demand a great deal of the principals' time (figure 35). Either because of lack of knowledge in the collaboration networking, governance in the empowerment process, or lack of initiation on the part of the principals, or backing by the central office, no

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<sup>103</sup>Louis Rubin, "Critical Steps in Educational Reform," a speech, (Association for Supervision and Curriculum Development Convention, March, 1989).

evidence exists in any of the time logs to indicate that any of the local reorganization processes are taking place. If the principals are true to their desires to eliminate or, at least, reduce their administrative-managerial emphasis in order to reallocate their energies to the educational-instructional emphasis, then alternatives that relieve the principal from the day-to-day routines need to be sought and implemented. Utilization of already existing resources such as the teaching staff is just one alternative, but an important and effective alternative.

### **STUDENT ACTIVITIES:**

For many students, life outside of the classroom can be a determining factor for success within the academic setting. Extra-curricular activities, clubs, organizations, and support programs play an important role in the social development and the nurturing of special talents of the whole individual as well as sparking an interest in the "at risk" student.

Even though the activities listed in figure 37 may directly effect the affective nature of the school and indirectly effect the educational-instructional emphasis, the range of student involvement activities are not directly related to the academic setting. As a result, those activities were classified under the function as an administrative-managerial emphasis.

### STUDENT ACTIVITIES

ACTIVITY	SECONDARY RANK %	ELEMENTARY RANK %	COMPOSITE RANK %
ATHLETICS	1 (54.67%)	1 (21.91%)	1 (38.35%)
PARTIES/DANCES	10 (02.05%)	2 (17.58%)	2 (09.79%)
ADMINISTRATIVE MEETINGS	2 (09.42%)	4 (06.83%)	3 (08.13%)
ASSEMBLIES	3 (04.00%)	5 (05.86%)	4 (05.37%)
STUDENT AWARDS	12 (01.38%)	3 (08.80%)	5 (05.08%)
CONCERTS/BAND/PLAYS	5 (03.53%)	6 (05.86%)	6 (04.69%)
CLASS PARTICIPATION	19 (00.48%)	6 (05.86%)	7 (03.16%)
STUDENT PICTURES	20 (00.16%)	7 (05.38%)	8 (02.76%)
POLICE/DRUGS/HEALTH	11 (01.97%)	9 (02.82%)	9 (02.39%)
STUDENT CLUBS	4 (03.54%)	17 (00.36%)	10 (01.96%)
PTA/BOOSTERS	8 (02.95%)	16 (00.75%)	11 (01.86%)
COLLEGE NIGHT/ REPRESENTATIVES	6 (03.45%)	19 (00.00%)	12 (01.73%)
FIELD TRIPS	16 (01.05%)	12 (02.17%)	13 (01.61%)
STUDENT COUNCIL MEETINGS	18 (00.96%)	11 (02.26%)	13 (01.61%)
SCHOOL STORE/FEES LUNCH/INSURANCE	15 (01.21%)	14 (01.86%)	14 (01.55%)
MATERIALS/SUPPLIES ALLOCATIONS	21 (00.00%)	8 (03.11%)	14 (01.55%)
JOB PROGRAMS/ RECOMMENDATIONS	7 (03.07%)	19 (00.00%)	15 (01.54%)
STUDENT CONFERENCES	21 (00.00%)	10 (02.71%)	16 (01.35%)
REGISTRATIONS/TRANSFERS	14 (01.24%)	15 (01.25%)	17 (01.25%)
PARENT CALLS/CONFERENCES	21 (00.00%)	13 (02.14%)	18 (01.07%)
YEARBOOK/RADIO/ STUDENT PAPER	9 (02.07%)	19 (00.00%)	19 (01.04%)
STUDENT SCHEDULES	13 (01.32%)	18 (00.32%)	20 (00.83%)
TESTING	21 (00.00%)	15 (01.25%)	21 (00.62%)
ELIGIBILITY	17 (00.99%)	19 (00.00%)	22 (00.50%)
MEMOS/BULLETINS	19 (00.48%)	19 (00.00%)	23 (00.24%)

(Figure 37)



Figure 32, page 94, indicates that the school principals allocated a composite of 9.32% of their time to student activities. Those activities were reported to be evenly distributed between the elementary and secondary principals, 49.82% and 50.18% respectively.

Further investigation of the time logs indicates three classifications of student activities: extra-curricular activities, supportive and informational activities, and in-house management activities. A significant difference between the secondary and elementary emphasis exists within the three sub categories. Extra-curricular activities consist of athletics, school bands, plays, clubs, student councils, yearbook, and school newspaper activities. These are found primarily on the secondary level. Secondary time logs identified football, volleyball, and soccer matches as taking a great deal of time expenditure not only after school and weekends, but also during the school day in the preparation of the event. Hosting sectional and regional athletic events requires many hours of managerial activities in planning and in supervision in order to ensure a smooth operation. Whether hosting an athletic event or band concert, having the event go awry has no other outcome but to injure the pride and reputation of the hosting school, district, and community with the participating schools.

The Illinois High School Athletic Association has decreed that at administrative representative must be available at all athletic events whether the event takes place at home or at another school.<sup>104</sup> Travelling

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<sup>104</sup>Illinois High School Athletic Association, Official Handbook, (Illinois: IHSA, 1987) p. 39.

from one school district to another for "away" games, watching the game, and returning makes the school day extremely long (especially if your school should lose). The same is true with band concerts and student plays. These events not only involve week nights, but Saturdays and Sundays as well.

Given the nature of the organizational structure, the reported extra-curricular activity distribution for the secondary principals of 64.77% compared to 30.45% for the elementary principals is not surprising.

The second grouping or sub category of activities consists of supportive, social, and informational programs: parties, dances, assemblies, field trips, and programs involving informational speakers relating facts and advice to the student body. Elementary principals reported the majority of the activities in this category, 37.23% as compared to the secondary principals, 17.06%, except in the areas of college and job representatives. Again, the organizational structure as well as the time of the (October-Halloween) does well to explain the difference in the types of activities reported.

The third category or sub group consists of the in-house, maintenance activities: schedule requests and maintenance, registration of new students, payment and collection of school fees, school pictures, maintenance of the school store, and distribution of student supplies and materials. With the elementary principals reporting 11.92% of the activities compared to 3.93% for the secondary principals the difference in the number of activities reported by the principals is not as wide as in the other two sub groups, but is significant.

Having a thorough and updated plan for the delegation of supervisory

activities and chaperone assignments for athletics and all extra-curricular events coordinated with a well designed yearly calendar of events alleviates much of the time expenditure for the principal. Initially, development of a supervisory schedule of chaperone assignments and duties may be time consuming, but once developed, utilized, and enforced will benefit the principal in the long run. Utilization of parent volunteer groups such as the PTA, PTO, and Booster Organizations formalizes an ideal opportunity to have parents and community agencies involved in the school as well as alleviating managerial details for the principal. Granted, that students, parents, and the community expect the principal to be present and visible, but priorities need to be set if the educational-instructional emphasis is to benefit. Supervision of students is delegated by 35% of the principals responding and is evenly distributed between the elementary and secondary schools (figure 21, page 64) to athletic directors, activity coordinators, assistant principals, and building assistants (figure 20, page 63). With the principals reporting that their number one job enhancement being that of interaction with people, especially with students (figure 16, pages 55 and 56), it is not surprising that student activities is not listed as a role limitation (figures 25 and 26, pages 70 and 71) and receives a relatively low ranking of seven out of eight by the secondary principals. Student activities are also not mentioned as a factor influencing the amount of freedom for planning in the operation of the school site (figures 23 and 24, pages 67 and 68). In a ranking from one to ten, supervisory assistance for students and extra-curricular activities received a ranking of five, predominantly requested at the secondary level, possibly for assistance at

athletic events. From these facts, one has no other alternative but to assume that the preferences indicate that principals enjoy the extra contact with the student body regardless of the time expenditure. It would be interesting to discover how many of the principals were at one time or another coaches or sponsors of groups and organizations prior to becoming a principal.

A community that has had a history of success in a particular school-related activity such as band competition, football, or basketball would normally adapt the community's activities in support of those activities. Pride in the school activity also becomes part of the pride in the historical aspects of the community. Achievements may even be posted on signs located at city limits:

Welcome to Grassville, Home of the 1964

Football Champions<sup>105</sup>

The overall local politics and pressures placed on the school principal to maintain the historical success and an emphasis on a particular extra-curricular endeavor may also be an influencing factor in the time allotment expended by the principals in preparation and attendance at the various activities, especially in smaller communities as is characteristic of the schools responding to this research, figure 15, page 50. Further research would be necessary to discover the historical and cultural aspects of the communities in order to determine their effects on the time allotments and roles of the Illinois school principal in the area of student activities.

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<sup>105</sup>Grassville is used as an example only and is a fictitious community.

## STUDENT BEHAVIOR:

The "18th Gallup Poll of the Public's Attitude Toward Public Schools" published by Phi Delta Kappa in 1986, indicated that the community's greatest concern regarding schools and the educational system has been that of student behavior, especially the use of drugs.<sup>106</sup> The "20th Gallup Poll" published in 1988, indicates identical concerns, but had increased by four percent in the number of individuals reporting drug use as the number one concern. On a positive aspect, lack of discipline, ranked as the second most important concern in 1986, had maintained its number two ranking in 1988, but the number of individuals expressing a concern over the lack of discipline in the schools had fallen by five percent, indicating more of a positive attitude towards the efforts of the nation's schools.<sup>107</sup>

The wide range of external, environment factors effecting the emotional and physical well being of today's students are dynamic also in influencing the role of the principal and the effectiveness of the school program. Drug and alcohol abuse by the parents as well as the students, depression and suicide, runaways, physical and sexual abuse, gang violence, and satanic activities are factors attempting to influence the most dedicated student. With an increase in the ethnic child, an increase in teen parents unaware of or not using proper prenatal care, an increase of single parent households,

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<sup>106</sup>Alec M. Gallup, "The 18th Annual Gallup Poll of the Public's Attitudes Toward the Public Schools," Phi Delta Kappan, Vol. 68, No. 1, (Indiana: PDK, Sept., 1986) pp. 44 and 45.

<sup>107</sup>Alec M. Gallup and Stanley M. Elam, "The 20th Annual Gallup Poll of the Public's Attitudes Toward the Public Schools," Phi Delta Kappan, Vol. 70, No. 1, (Indiana: PDK, Sept., 1988) p. 34.

and an increase in the number of children qualifying for free lunch programs, the family structure has been slowly, but surely deteriorating.<sup>108</sup> Schools have surfaced as the number one, most powerful and influential institution in today's society.<sup>109</sup> With the deterioration of the family structure, what other institution is more qualified to redefine and replace that structure than the school?

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<sup>108</sup>Richard Andrews, "The Illinois Principal as Instructional Leader," a speech, (Illinois Principals Association, Jan., 1989).

<sup>109</sup>Ibid.

## STUDENT BEHAVIOR

ACTIVITY	SECONDARY RANK %	ELEMENTARY RANK %	COMPOSITE RANK %
PARENT CONFERENCES	2 (15.94%)	1 (28.20%)	1 (23.17%)
STUDENT CONFERENCES	1 (31.28%)	4 (11.12%)	2 (19.38%)
SPECIAL EDUCATION STAFFINGS	3 (08.79%)	2 (25.77%)	3 (17.28%)
TEACHER CONFERENCES	5 (05.04%)	3 (11.82%)	4 (09.04%)
HEALTH/INJURY	11 (02.12%)	5 (06.72%)	5 (04.83%)
ATTENDANCE	4 (05.89%)	7 (02.35%)	6 (03.80%)
PARENT/TEACHER CONFERENCES	7 (04.24%)	16 (00.36%)	7 (01.95%)
COUNSELOR CONCERNS	6 (03.64%)	13 (00.65%)	8 (01.88%)
SOCIAL WORKER	18 (00.73%)	6 (02.56%)	9 (01.81%)
DETENTION HALL	16 (01.03%)	8 (02.02%)	10 (01.62%)
GRADES	8 (03.18%)	18 (00.11%)	11 (01.37%)
ADMINISTRATIVE MEETINGS	10 (02.91%)	19 (00.18%)	12 (01.30%)
TEACHER/STUDENT CONFERENCES	9 (03.00%)	22 (00.00%)	13 (01.23%)
HONOR ROLL	23 (00.39%)	10 (01.31%)	14 (00.93%)
POLICE ACTIVITIES	13 (01.55%)	15 (00.45%)	15 (00.90%)
BUS PROBLEMS	20 (00.64%)	11 (01.05%)	16 (00.88%)
LOCKER SEARCHES	12 (02.10%)	22 (00.00%)	17 (00.86%)
DEPT. OF CHILDREN/ FAMILY SERVICES	29 (00.00%)	9 (01.43%)	18 (00.84%)
DISCIPLINE REFERRALS	25 (00.26%)	12 (01.00%)	19 (00.70%)
SCHOLARSHIPS	14 (01.48%)	22 (00.00%)	20 (00.61%)
PARENT/STUDENT/ TEACHER CONFERENCES	15 (01.08%)	19 (00.18%)	21 (00.56%)
DRUG/ALCOHOL/ SAFETY PROGRAMS	22 (00.43%)	14 (00.62%)	22 (00.54%)
PSYCHOLOGIST	26 (00.22%)	13 (00.65%)	23 (00.48%)
SUICIDE THREATS	16 (01.03%)	22 (00.00%)	24 (00.42%)
AWARDS	19 (00.69%)	20 (00.12%)	25 (00.35%)
RUNAWAYS	17 (00.77%)	22 (00.00%)	26 (00.31%)
HOME VISITS	29 (00.00%)	14 (00.51%)	27 (00.30%)
DISCIPLINE LETTERS	27 (00.17%)	17 (00.35%)	28 (00.28%)
TARDINESS	21 (00.47%)	20 (00.12%)	29 (00.26%)
STUDENT HANDBOOK	29 (00.00%)	18 (00.27%)	30 (00.16%)
DUE PROCESS HEARINGS	24 (00.27%)	22 (00.00%)	31 (00.11%)
SUPERINTENDENT MEETINGS	28 (00.04%)	21 (00.09%)	32 (00.07%)

(Figure 38)

In considering the activities that would be classified under the function of student behavior, all behaviors were considered, both those that would be deemed as proper and those that would be deemed as improper. Principals reported a time allocation of 11.50% to student behavior, equally divided on both the secondary and elementary levels, 50.18% and 49.82%, respectively. Social problems that filtered into the school setting demanded 5.12% of principals' time allocation. Activities for placement of the students in the proper academic settings and development of individualized educational programs for special education were allocated at 21.45%. The remaining activities, 70.54% were allocated to improper behaviors regarding attendance, tardiness, and discipline. Of the 70.54%, just over 56% of the activities were allocated to discipline matters. On page 105, the reference was made to the "great Golden Time Gobbler." This term refers to the amount of time that the principals would need to allocate in order to remediate the problems created within the school site by the ineffective and moderate teacher.<sup>110</sup> Two other groups can be added to this category, the substitute teacher and the new or non-tenured teacher. Poor techniques of behavior control stemming from poor classroom management techniques create problems within the classroom which eventually roll over into the school and eventually end up in the principals' office. As in the function of School Management, well developed plans and methodologies of personnel supervision can be of utmost importance in orienting the teaching staff to the handling of situations prior to their becom-

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<sup>110</sup> Andrews, a speech.



ing discipline problems. Governance of teacher empowerment programs to identify and define problems relating to classroom control and hallway supervision involves the moderate and ineffective teacher in problem solving techniques and innovations without direct involvement of the school principal. Collaborative networking enables the new, moderate, and ineffective teachers to identify tried and tested methodologies found to be effective by other staff members. Peer coaching techniques allow teachers to utilize the knowledge and experience of weathered teachers in the identification of the causes of problems and the solutions to those problems. Not only may fellow staff members be utilized, but involvement of supportive and special services staff to identify specialized individual problems can be most informative. The "Great Golden Time Gobbler" develops more effective techniques of classroom management where the problems do not occur and, as a result, do not spill over into the principals' office.<sup>111</sup> The degree of effectiveness in the utilization of such models is dependent upon the specific emphasis of the school principal. With the mean number of teachers existing between 25 and 30 teachers (figures 17 and 18, pages 58 and 59), the establishment of five or six collaborative teams consisting of five or six teachers each, appears to be feasible. The specific roles and degrees of participation of such teams is open to further investigation. It would be necessary to determine the number of "Great Golden Time Gobblers" that exist and can be identified within the schools responding to this research. It would also be necessary to determine the exact amount of time that the principals allocated to problems created by this

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<sup>111</sup>Leibowitz, a speech.

group of teachers and the types and severity of the problems involved. Included in the types and severity would be the determination of the external factors influencing the students' behavior in the school setting.

With 70.54% of the activities being allocated to improper behavior, it is not surprising to discover only 2.89% reporting activities allocated to the identification and recognition of students who exhibited proper and exceptional behavior. Many times, administrators become exhausted with a barrage of activities directed to alleviating the improper behavior and dealing with "problem students." In the process, they lose sight of the good things students are doing around them. A vocal and disruptive minority can many times over shadow the efforts of the majority. This could possibly be the reason that principals are inclined not to delegate student activities to other individuals (page 87). Taking time to "smell the roses" and enjoy the fruits of proper behavior, may, indeed, be "just what the doctor ordered."

As is the case in student activities (figures 20 and 21, pages 63 and 64), the indication is that the freedom to delegate the disciplinary aspects of student behavior to deans and assistant principals, especially on the secondary level does exist, but since discipline is not considered a factor influencing the principals' educational-instructional emphasis (figures 23 and 24, pages 67 and 68), the indication is that the principals prefer to handle the discipline problems themselves. Not knowing the nature of the disciplinary problems reported, it appears that the allocation of time to parent, student, and teacher conferences could be left to other individuals, allowing the principal to concentrate more on the positive aspects of student behavior and more activities of an educational-instructional nature.

## PLANNING:

Planning, as an educational-instructional function, relates to the planning of activities in the development of the school instructional and curricular programs. Planning can be described as the initial step in the principal's attempt to orchestrate and centralize control of teaching and learning from the classroom to the school setting and from the school setting to the classroom.<sup>112</sup> Proper planning of any activity can be the deciding factor in the success or failure of any program. Richard DuFour, co-author of Fulfilling the Promise of Excellence, stated that prior to the establishment of any goals or mission statements directed at school improvement, the principal needs to identify the mission. Others within the school setting cannot know the purpose if the principal does not define the purpose. The principal should have the vision to see where the school program is presently and where the school program needs to go.<sup>113</sup> Added to his statement, the principal should also determine where the school program has been. Vision should encompass the past, present, and the future.

Mel Heller of Loyola University of Chicago suggests that in planning, the first step is to identify whether or not a problem exists. If a problem does exist, then the next step is to identify the nature of that problem. After identifying the nature of the problem, the principal needs to decide whether or not it is the principal's problem, and whether or not anything can be done to

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<sup>112</sup> Andrews, a speech.

<sup>113</sup> Richard DuFour and Robert Eaker, Fulfilling the Promise of Excellence, (New York, J.L. Wilkerson and Co., 1987) pp. 1-37.

solve that problem?<sup>114</sup> This expressed philosophy lends itself to be the mode of thought regarding the current wave of educational reform. A commercial for drug rehabilitation in Orlando, Florida, advertised their philosophy in dealing with chemical abuse:

We don't work with the cause of the problem,  
we work with the solution of the problem.

Louis Rubin of the University of Illinois also expressed a similar belief, "If the walls are peeling, paint them. If the roof leaks, patch it." Modifications and reforms of today are based on a modern and changing society. Educational reform is not needed on a grand scale, even though the reform concerns do bring needs into the limelight. Improvement in the educational systems should exist on the local level by identifying the problem, localizing the problem, and meeting the problem head on, fixing the problem and making the educational process more effective.<sup>115</sup> Reform should exist as an identification of "barriers to quality" school by school and searching for a means to break down the barriers and a means for improvement. Pressures exerted by political factions and business monopolies evoke grand movements in education as cure-alls to existing ills of society.<sup>116</sup> Louis Rubin stated that:

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<sup>114</sup>Mel Heller, "Politics in Education," a classroom lecture, (Chicago: Loyola University of Chicago, 1985).

<sup>115</sup>Louis Rubin, "Critical Steps in Successful Educational Reform," a speech, (Association for Supervision and Curriculum Development Convention, March, 1989).

<sup>116</sup>Rex Nettleford, "Issues: A View from a Developing World," a speech, (Association for Supervision and Curriculum Development Convention, March, 1989).

Educational movements need to separate educational problems from the social chaos. It should identify what we want the kids to learn, determine whether or not they are learning, determine why they are not learning, and determine what type of organizational structure would work the best."<sup>117</sup>

In other words, education cannot be the cure for the source of the problem of social chaos, but can initiate systems and programs on a one-on-one basis to work with those problems.

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<sup>117</sup>Louis Rubin, a speech.

### PLANNING

ACTIVITY	SECONDARY RANK %	ELEMENTARY RANK %	COMPOSITE RANK %
ADMINISTRATIVE ANALYSIS	1 (24.77%)	2 (13.61%)	1 (17.44%)
CURRICULUM MEETINGS	2 (16.71%)	3 (11.48%)	2 (13.27%)
TEACHER CONFERENCES	9 (03.72%)	1 (14.55%)	3 (10.83%)
TESTING	4 (10.15%)	4 (09.22%)	4 (09.53%)
GRADE/REPORT CARD ANALYSIS	3 (12.13%)	5 (07.27%)	5 (08.94%)
DEPARTMENT/GRADE LEVEL MEETINGS	6 (05.83%)	5 (07.27%)	6 (06.78%)
PROGRAM PLANNING	10 (02.39%)	7 (06.29%)	7 (04.95%)
PRINCIPAL MEETINGS	14 (00.05%)	6 (07.15%)	8 (04.87%)
COMMITTEE WORK	12 (01.19%)	8 (05.87%)	9 (04.27%)
ARTICULATION	7 (04.77%)	10 (02.96%)	10 (03.58%)
READING/PREPARING/ ORGANIZING	8 (04.38%)	9 (03.17%)	10 (03.58%)
COUNSELOR MEETINGS	5 (07.76%)	15 (00.31%)	11 (02.87%)
SUPERINTENDENT MEETINGS	15 (00.30%)	11 (02.49%)	12 (01.74%)
TEXTBOOK ANALYSIS	11 (01.29%)	13 (01.92%)	13 (01.71%)
SURVEYS/STUDIES	14 (00.50%)	13 (01.92%)	14 (01.43%)
NEW BUILDING CONSTRUCTION	16 (00.00%)	12 (02.03%)	15 (01.33%)
BRAINSTORMING/THINKING	15 (00.30%)	14 (01.09%)	16 (00.82%)
SCHEDULING	16 (00.00%)	14 (01.09%)	17 (00.72%)
NORTH CENTRAL EVALUATION	12 (01.19%)	15 (00.31%)	18 (00.61%)
PROPOSAL WRITING	12 (01.19%)	16 (00.00%)	19 (00.41%)
GRANT PROPOSALS	13 (00.93%)	16 (00.00%)	20 (00.32%)

(Figure 39)

Planning as a function of the school principal, holds a low priority, 5.24%, in terms of time allocation. Of those activities reported, the majority are performed by the elementary principal, 65.69%, as compared to the secondary principal, 34.31%. It appears from the time logs, that the majority of the activities associated with planning do not originate nor take place within the individual school setting, but are a function of the central office personnel and curriculum directors.

Administrative analysis and curriculum meetings compose roughly forty percent of the activities under planning. Program planning, principal meetings, committee work, articulation, and meetings with the superintendent comprise another 19.41%. These figures indicate that the majority of the planning is done by the principal in cooperation with the central office. As indicated on pages 65 through 72, principals have the freedom to operate and perform their school functions within those parameters set down by the central office. Figure 33 on page 95 would indicate that the definitions as to what constitutes the school functions are not clearly delineated by the principals but are defined by the central office.

Long-term and short-term planning on a local level and the immediate and future effects of a school and a school district may be so involved and complicated that solutions and problems are beyond the reach of the school principal.

Orlando Public School's strategic planning is a prime example of such a situation. With the influx of up to four thousand students each year from varying ethnic and cultural backgrounds, Florida requires each school district to develop broad-based, five-year plans. Orlando Public School District had to first develop a strategic planning model before the individual schools could begin. That model was then practiced and evaluated to prove success at the district level before it could be put into practice at the school level. Once success was indicated, the schools were given the opportunity to utilize the district plan, one of their own, or an identical plan with modifications.<sup>118</sup>

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<sup>118</sup>Wesley E. Blamick, Joseph J. Marinelli, and Cole Jackson, "Strategic Planning as a Vehicle for Organizational Improvement," a speech, (Association for Supervision and Curriculum Development Convention, March, 1989).

As stated, vision is an important aspect of effective school operation, but is a difficult realm to realize with the mandates by the state in defining the functions of the school. For example, the Illinois State Board of Education has issued a time line, requiring school districts and individual schools to analyze the current curriculum in regards to the objectives and objective mastery within the curriculum.<sup>119</sup> The time line and the requirements to meet the time limits were not indicated in the time logs presented by the principals. In several instances, principals stated their dissatisfaction in state mandates and the impositions caused by those mandates, but actual activities in meeting the mandates were not reported.

The activities involved and the actual purpose of the functions reported by the principals were inter-departmental concerns on the building level, but not actually related to meeting the state requirements. If the planning activities encompass only 5.24%, and the school district is attempting to abide by the state requirements, it can be assumed that the central office staff has assumed the responsibilities rather than the individual principals. If that were the case, it would indicate that the principals are not necessarily involved in the planning stages, but should be more involved in the next stage, that of program development to meet district required objectives.

Principals indicated consistently throughout the surveys and time logs that they were allowed to implement programs without central office intervention. They indicated that they received support from superintendents

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<sup>119</sup>Illinois State Board of Education, Ch. 122, new par. 2-3.64, p. 3.



and the board of education, but in each case the freedom existed to operate within district parameters. The planning and decision making appear to occur on the district level rather than the school level with the principals adhering to the decisions in the implementation of those decisions. If this is true, as indicated in figures 23, 24, and 42, then control of the educational-instructional emphasis of the planning function is not under the control of the school principal, but rather controlled by the central office; that the degree of freedom in operations does exist, not in planning, but in the functions of Building Management, Personnel Supervision, Student Activities, and Student Behavior. This would also explain the discrepancies that were discovered in the ideal ranking and real ranking of activities in the previous research of the National Association of Secondary School Principals and Robert Krajewski in 1977 (pages 26 through 28).

## **PROGRAM DEVELOPMENT:**

Planning consists of planning, organizing, staffing, directing , coordinating, and budgeting in the preliminary formulation of a school program. Program development is the instillation and on-going analysis of the school program once the preliminaries have been completed. If planning occurs predominantly on the central office level as described in the preceding function, then program development should appear to occur predominantly as a function of the school principal and personnel on the school level.

As an educational-instructional function, it is surprising to discover that the Illinois school principal allocates a small percent of time to this function, 2.88%, especially with the principals indicating in 1977, in Robert Krajewski's study and the National Survey (figures 5 and 6, pages 26 and 28) that principals feel that their number one role should be that of the instructional and curriculum supervisor, and that program development should rank as the number one priority in functions that they should emphasize. With the guidelines mandated regarding the development and testing of state recommended objectives, it would seem that analysis of existing programs would be of a high priority.

### PROGRAM DEVELOPMENT

ACTIVITY	SECONDARY RANK %	ELEMENTARY RANK %	COMPOSITE RANK %
CURRICULUM REVIEW	2 (28.61%)	1 (48.32%)	1 (38.42%)
PROGRAM EVALUATION	1 (36.00%)	2 (24.43%)	2 (30.25%)
PRINCIPALS' MEETING	3 (21.60%)	8 (00.00%)	3 (10.86%)
ARTICULATION	6 (02.07%)	3 (12.57%)	4 (07.30%)
COMMITTEE WORK	4 (03.05%)	5 (05.55%)	5 (04.29%)
SUPERINTENDENT MEETING	7 (01.46%)	4 (05.92%)	6 (03.68%)
TEXTBOOK EVALUATION	8 (00.73%)	6 (02.84%)	7 (01.78%)
MASTER SCHEDULE	4 (04.05%)	8 (00.00%)	8 (01.53%)
TEST ANALYSIS	5 (02.81%)	8 (00.00%)	9 (01.41%)
GRADING PROCEDURE ANALYSIS	9 (00.61%)	8 (00.00%)	10 (00.31%)
ROOM USAGE/MATERIAL ALLOCATION	10 (00.00%)	7 (00.37%)	11 (00.18%)

(Figure 40)

Analysis of the activities in figure 40, finds no significant difference in the percent of time allocation to program development activities reported by either the secondary or elementary principals, 50.25% as compared to 49.75%, but does indicate a difference in the degree of articulation and sharing among principals. Curriculum review and program evaluation rank as the number one and number two activities, comprising 64.61% and 72.75% of the reported activities for the secondary and elementary principals respectively. Sharing of the results of curriculum review and program evaluation among fellow administrators appears to exist between the principals on the secondary level, but appears to be lacking on the elementary level.

As stated previously, program development should occur as a function of the school principal. Why then, is the time allocation to this function so limited?

One factor could be the number of years that the principals had served in their current schools. As shown on pages 43 and 44, a higher percentage of time allocation occurs as the principal adapts to the school and its needs. Usually, a time period from two to three years in the position is necessary before any effective change can be realized.

A principal cannot simply enter into a position and immediately determine the effectiveness of a particular leadership style necessary to facilitate acceptance from the teaching staff and accommodate change. A developmental supervision approach is necessary to first diagnose the functioning level of the building staff either on a one-to-one basis or as a group.<sup>120</sup> A teacher or group of teachers finding it difficult to identify instructional problems and, in turn, finding it difficult to seek alternative solutions to the problem may need a more directive approach involving a great deal of advice, information, and direction on the part of the principal. Teachers able to identify existing instructional problems, but finding it difficult in defining the exact nature of the problem and a solution to the problem may need more of a collaborative approach, involving a mutually negotiated, designed plan of action.<sup>121</sup> The third type of staff member is usually quite capable of identifying a problem and analyzing the problem, seeking practical and workable solutions. For this type of staff member, the principal needs to utilize a

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<sup>120</sup>Carl D. Glickman and Stephen P. Gordon, "Clarifying Developmental Supervision," Educational Leadership, Vol. 44, No. 8, (Virginia: ASCD, May, 1987). p. 64.

<sup>121</sup>Ibid, p. 67.

nondirective approach where the teacher develops a plan of action.<sup>122</sup> Once the diagnosis has occurred the principal may incorporate various leadership styles to facilitate the change process. During the developmental stages of change, the principal alters the leadership strategies, subtly directing teachers in the third category, where teachers in all three categories are able to communicate and coordinate the various aspects of the techniques to one another in a collaborative setting.<sup>123</sup>

The leadership style once developed, the principal needs to identify the learning philosophies practiced in the various areas of study, especially on the secondary level and evaluate the teaching styles associated with those philosophies. Ronald Brandt identified six basic conceptions or learning philosophies associated with the various fields of study.<sup>124</sup> He identified the areas of English and Physical Education as operating under the concept of students "processing personal experiences towards critical reflection and self awareness." Social Studies was identified as "enlisting the philosophy of social participation, preparation for citizenship." The areas of Mathematics, Science, and the Arts are characterized as belonging to the "structure of knowledge," built upon long, established traditions of content and having a language of their own. Foreign Language, Industrial Arts, Home Economics, and Health Education are characterized as "utilitarian," defining objectives

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<sup>122</sup>Glickman, p. 67.

<sup>123</sup>Ibid, p. 66.

<sup>124</sup>Ronald S. Brandt, "Conclusions: Conceptions of Content," 1988 ASDC Yearbook, Content of the Curriculum, (Virginia, ASCD, 1988) pp. 188-191.

in the areas as clear-cut task-analysis objectives. Two other concepts are defined, "development of the cognitive process" and "academic rationalist," education for pure knowledge. The last two concepts were not identified as a primary emphasis in any one of the subject areas, but were identified as existing within most of all the areas, especially science.<sup>125</sup>

Once the conceptual basis or emphasis for each subject area has been identified, the principal's next step is to identify and consider the nature of the knowledge to be provided, the nature of the society that the learners are subjected to, and the nature of the learners themselves.<sup>126</sup>

The nature of the knowledge is the "well-constructed core curriculum that specifies what all students are expected to learn." Technological and economic factors in society tend to strongly influence the educational institution's emphasis on the nature of the knowledge. Is knowledge to be dealt out to the learner in terms of information for ingestion, inquiry, analysis, and utilization or is it knowledge in a process of presenting information "as problematic and situated in a particular historical and social context...linked to the personal histories and experiences of students?"<sup>127</sup> The nature of knowledge is usually the topic of conflict involved in the pendulum of educational reform, swinging back and forth depending on the concerns of the political and economic factions.

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<sup>125</sup>Brandt, p. 190.

<sup>126</sup>Ibid, p. 191.

<sup>127</sup>Ibid, pp. 192-196.

The third area, is that of the learner and the relevance to the students' lives both in the present and in the future. It is the involvement of the learner in the social, political, and economic processes in which he/she may afford the opportunity for emotional, cultural, active, and passive processes for immediate and future success.<sup>128</sup>

To achieve an analysis of these factors is next to impossible for the novice or new principal and can only be achieved through concerted efforts of the principal and the constituents involved in each school setting. It is assumed that the reported activities in the areas of curriculum review, program evaluation, committee work and articulation and departmental meetings are concentrated on the afore mentioned considerations.

With the majority of the principals, 79%, (figure 13, page 42) having served in their present positions for more than two years, longevity in the position does not appear to be a factor regarding the lack of activities in program development. As with the longevity factor, delegation or capability of delegation of the responsibility for program development does not appear as a factor. Forty-three percent of the principals indicate the capability to delegate responsibilities to others. Only twenty-four percent of those principals indicated that they delegate responsibility in the area of program development (figures 19 and 21, pages 61 and 64).

Analysis of the remaining demographic factors such as sex, age, popu-

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<sup>128</sup>Brandt, pp. 191 and 192.

lation of the school districts, teacher to student ratios, and so on, did not reveal factors influencing the percent of time allocation to program development except in the area of indicated role limitations (figure 25 and 26, pages 70 and 71), that of financial limitations, ranking as the third area of concern by both the elementary and secondary principals.

The principals indicate that the need exists for more of a personal commitment to program development. The desire exists (figures 5 and 6), as does the knowledge (figure 11) and experience (figure 12) and central office support (figures 23 and 24). Why then, the existing lack of activities allocated to this function?

It is personal opinion and conjecture that at this time in the Educational Reform Movement, school districts are reluctant to alter existing programs and practices until a more definite means of analysis and financing of mandated programs exists. Between 1984 and 1986, more than seven hundred state statutes throughout the United States were enacted.<sup>129</sup> Among those statutes are rules regarding the types of courses students are to take, the amount of time to be devoted to each course, and the content of each course.<sup>130</sup> Planning in these areas tends to exist predominantly on paper because of limited guidelines for action with which to proceed in the implementation, limiting control over the daily operations of the schools.

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<sup>129</sup>Thomas B. Timar and David L. Kirp, "Educational Reform in the 1980's: Lessons from the State," Phi Delta Kappan, Vol. 70, No. 7, (Indiana: PDK, March, 1989) p. 506.

<sup>130</sup>*Ibid.*



The vagueness in the reform movement is reflected in the lack of program development activities reported by the principals. Open to further investigation, conjecture would indicate the emphasis for actual alterations in existing programs and practices are either not occurring or are occurring in small degrees and increments. Again, conjecture and still open to further investigation, it appears that the wait-and-see attitude prior to committing to major curricular alterations exists. Conjecture may also indicate that districts exist in the same state as that of the mandates. Planning has occurred or is occurring, but the implementation of the planning strategies is not as yet in the readiness stage. If the central office is still in the planning stage, then the implementation stage or program development on the local level is also not in the readiness stage. Until such time as the planning stage is realized, the emphasis in program development will remain consistently low.

## PROFESSIONAL DEVELOPMENT:

It was not until after World War II with the recommendation from the American Association of School Administrators that educational administration began to emerge as a separate profession.<sup>131</sup> Since then, the body of research has steadily increased, defining the educational administrator and the roles enacted. Review of text books on educational administrative theory, will indicate a theoretical foundation based on business management. James March referred to educational administration as a profession that is "managerial parasitic" in the borrowing of theories and practices from the business profession.<sup>132</sup> As a relatively new profession comprised of the complexities of behavioral and applied sciences, learning theories, organizational and production models, and an endless stream of political and cultural influences, educational administrative research has had to rely on the vast pre-existing knowledge and experience in order to emerge into an entity of its own; an entity defined and recognized as educational administration, yet interwoven among other professions.<sup>133</sup>

Just as professionals in other fields of endeavor are expected to maintain an updated knowledge of their professions, able to define, express, and relate the facets of their professions, so should the professional educator. Those efforts and activities to attain the knowledge base and expertise in the

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<sup>131</sup>Thomas J. Sergiovanni, Martin Burlingame, Fred S. Coombs, and Paul W. Thurston, Educational Governance in Education, (New Jersey: Prentice-Hall, Inc., 1980) pp. 21 and 22.

<sup>132</sup>Ibid, p. 71.

<sup>133</sup>Ibid, pp. 70-75.

field of educational administration and to foster professional growth for both the principal and the field of education have been identified as directly related to teaching and the curriculum. As a result, they have been classified as the educational-instructional function of professional development.

### PROFESSIONAL DEVELOPMENT

ACTIVITY	SECONDARY RANK %	ELEMENTARY RANK %	COMPOSITE RANK %
WORKSHOP/IN-SERVICE	3 (13.00%)	1 (39.34%)	1 (33.91%)
PRINCIPAL MEETINGS	4 (12.86%)	2 (32.22%)	2 (28.22%)
ADMINISTRATIVE SHARING/ESR	1 (20.54%)	4 (06.53%)	3 (09.42%)
READING EDUCATIONAL PUBLICATIONS	2 (19.51%)	4 (06.53%)	4 (09.19%)
GRADUATE/COURSE WORK	10 (00.00%)	3 (11.54%)	5 (09.16%)
INFORMATIONAL MEETINGS	6 (12.44%)	7 (01.09%)	6 (03.43%)
IHSA MEETINGS	5 (12.58%)	8 (00.00%)	7 (02.59%)
PRINCIPAL EVALUATION PROCESS	7 (06.57%)	6 (01.23%)	8 (02.33%)
RESEARCH/WRITING	8 (01.82%)	5 (01.52%)	9 (01.58%)
PROFESSIONAL ORGANIZATIONS	9 (06.99%)	8 (00.00%)	10 (00.14%)

(Figure 41)

Professional development activities received a low priority rating with a time allocation of 4.61% (figure 32, page 94), indicating that the principals have a tendency not to engage in professional development activities. The vast majority of the activities were reported by the elementary principals, 70.39%, as compared to the secondary principals, 20.61%. Of the reported activities, central office efforts in professional development comprise nearly one-half or 46.40% of the total activities, predominantly evident on the elementary level. Individual efforts such as course work, research, reading of educational literature, and activities within professional organizations comprise 20.07%.

Secondary principals tend to participate in those professional development activities in which alterations of the daily routine and schedule do not occur. Taking time during the school day or during "quiet time" allows the secondary principal to partake in the reading of professional publications and news letters. Sharing of information between other principals was reported to occur during telephone conversations from one school building to another or at district initiated principals' meetings. Those activities such as graduate work and in-service workshops requiring a reordering of time allocation and an interruption of the normal routine because of the principal's absence from the school site were greatly dominated by the elementary principals, 83.10% as compared to 25.86%. This fact, as well as the difference in the total number of activities reported at both levels, 79.39% for the elementary principals and 20.61% for the secondary principals would indicate very little interest on the part of the secondary principals in professional development.

Male secondary principals tend to be student-activity oriented as indicated in figure 37, page 113, mainly because of the predominance of time allotment directed towards athletic events. This is not to say that secondary principals allocate time to athletics over professional development as a matter of choice. Time is allocated to supervision and travel and, as a result, is not available for professional development activities after school and weekends. It is indicated in figure 41, that the secondary principal is less apt to relinquish responsibilities for the daily operation of the school to others in his/her absence in order to free the secondary principal to attend meetings, programs, and training during the school day.

The secondary principals indicate a larger proportion of time allocated to reading professional literature (19.51%) and involvement in professional organizations (6.99%) than do the elementary principals (6.53% and no time allotment reported for professional organizations). Professional organizations hold their annual conferences during specified time periods during the year. In order to fully realize the true nature of the secondary principal regarding professional development, it would be necessary to identify those principals planning to attend annual conventions throughout the country. With the amount of indicated time allocated to literature and organizations, the assumption would be that specific time periods have been set aside for a concentrated effort during the meeting dates.

Doctors are expected not only to have the ability to perform their medical duties, but are expected to have a broad knowledge of the advancements and research within their field. Surgeons not only know how to perform in the operating room, but know what alternatives are available if a problem should occur. An auto mechanic would quickly experience failure in the profession if he/she did not obtain an updated knowledge of changes in the profession while maintaining an active knowledge of previous skills.

Professional development exists as the efforts of principals, school districts, professional organizations, and the Illinois State Board of Education to maintain a true effort in furthering knowledge and research in the field of education and educational administration. To coin a phrase, the efforts of the professional educator and the efforts of those involved in other fields of endeavor to become more adept and knowledgeable in their professions are characterized as "Intellectualized Professionalism." In the areas of education-

al administration and professional development, intellectualized professionalism consists of not only maintaining an up-dated knowledge of the principalship, but consists of the factors of role enactment, purposeful cognizance of the methodologies involved in role enactment, and the ability to relate the methodologies of role enactment to others. In other words, doing a good job, knowing the hows and whys required to do a good job, and being able to explain the hows and whys to others. It involves the ability to draw upon the talents, abilities, and experiences of other individuals within the profession; taking a piece here and a piece there and adapting those pieces to one's specific problem or situation. With the relative newness of educational administration as a profession, changes in the student and family structures (page 134), and changes through educational reform, practicing administrators need to be familiar with and make use of contributions and research as a basis for effecting improvement in education and educational administration. This is the role of intellectualized professionalism.<sup>134</sup>

As related to figure 41, the time allotment dedicated to professional development during the indicated time periods appears to be lacking. Principals are not expected to be experts in every phase and aspect of education, but they are expected to maintain an updated knowledge base from which to function. To determine whether or not the fault lies with the individual principal or the central office administration, would require further investigation into the specific factors.

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<sup>134</sup>Intellectualized Professionalism is a phrase coined by the author. It is the personal philosophy that I attempt to impose upon the faculty and staff within my own building in the summative and formative teacher evaluation and professional development processes and by which I personally operate.

## COMMUNITY ACTIVITIES:

Delegation of various responsibilities of the school process exists as a viable means of relieving the principal of time consuming tasks and duties. It has been experienced personally, that most parent groups are extremely reliable and conscientious in the roles that they undertake just as long as guidelines and directions are established and communicated by the principal prior to the activity, and as long as contact is maintained to supervise progress. The problem is not so much reliability of effort, but rather the initial sparking of an active interest in the school and its activities.

### COMMUNITY ACTIVITIES

ACTIVITY	SECONDARY RANK %	ELEMENTARY RANK %	COMPOSITE RANK %
PARENT/TEACHER CONFERENCES	5 (09.34%)	1 (38.53%)	1 (23.17%)
PTA/PTO MEETINGS	3 (12.65%)	2 (19.85%)	2 (17.71%)
PARENT LETTERS	1 (14.21%)	4 (07.64%)	3 (09.59%)
PARENT CONFERENCES	4 (11.60%)	5 (06.44%)	4 (07.98%)
PARTIES/ACTIVITIES	15 (00.00%)	3 (07.92%)	5 (05.56%)
BOOSTERS/PARENT CLUBS	2 (13.10%)	9 (02.19%)	6 (05.44%)
COMMUNITY EVENTS	8 (07.59%)	6 (02.77%)	7 (04.20%)
ELKS/ROTARY/KIWANIS	7 (07.73%)	7 (02.35%)	8 (03.95%)
OPEN HOUSE/PARENT DAY	6 (08.27%)	11 (01.90%)	9 (03.80%)
FUNERALS/WAKES	10 (02.72%)	10 (02.10%)	10 (02.29%)
PHONE CALLS	14 (01.36%)	16 (00.74%)	11 (01.96%)
FUND RAISERS/DONATIONS	11 (02.63%)	14 (01.29%)	12 (01.69%)
NEWSPAPER/RADIO INTERVIEWS	13 (01.79%)	13 (01.30%)	13 (01.45%)
REFERENDUM MEETINGS	9 (03.50%)	17 (00.25%)	14 (01.22%)
CHARITABLE GROUPS	15 (00.00%)	12 (01.73%)	14 (01.22%)
FACILITY USAGE	12 (02.14%)	15 (00.78%)	15 (01.19%)
VISITORS	14 (01.36%)	16 (00.74%)	16 (00.93%)

(Figure 42)

Community activities has been classified as an administrative-managerial function consisting of 5.53% of the reported time allocation of the

principal (figure 32, page 94), with 70.22% of the activities reported by the elementary principals and 29.78% of the activities reported by the secondary principals. It would stand to reason that interest among parent groups would be at a peak at the elementary level. As indicated by the wide difference in the number of reported activities between the elementary and secondary levels, there tends to be a leveling off of parental involvement once the child reaches the secondary level, especially in the classroom aspect of the child's educational experience. The specific activities do not differ to a great extent, but indicate a predominance of activities on the elementary level allocated to direct contacts with the parents, while the secondary principals reported more of a concentration of community activities and parental participation in athletic programs.

During the time period that the principals completed their time logs, many of the elementary principals were involved in the arrangement and participation of Parent Nights and Parent-Teacher Conference Days. Having just completed the end of the grading period, principals were attempting to arrange cooperative communication between the teachers and the parents. The secondary principals were involved in parent news releases in an attempt to reach the parental population as were the elementary principals. Athletics were in full swing, involving parent and booster clubs. Elementary principals were engaging the services of parent-teacher organizations in assisting in Halloween parties and activities. Regardless of the purpose of the activities, a cooperative effort was being attempted to involve parent and community groups in school activities.



Public relations with the parents and members of the community can be a determining factor in the successful operation of the school, especially in smaller communities as is characteristic of Illinois' schools (figure 15, page 50). Creating an uninformed populace or being inundated by the misguided concerns of a "vocal minority" can be devastating not only to school effectiveness, but to the principal's career as well. Keeping the populace informed through speaking engagements and radio and newspaper announcements as well as open invitations to community members does well in maintaining a positive relationship with the community.

A sad note is the amount of time allocated to wakes and funerals of students. Especially in smaller communities, principals are highly respected and sought after not only to participate in community events, but also in family events such as weddings and christenings. Attendance at wakes and funerals is not only for the paying of respects to the family of the unfortunate child, but plays an important and noticeable role in family consolation.

As related to the role emphasis of the Illinois school principal, community activities play a small, yet important role in the affective nature of the position. Further study and research is needed not only to identify how the parents of the children view the school and the principal, but to identify the role of the communities in the cultural aspects of the individuals schools, and how those aspects directly effect the role of the principal. Conjecture would predict that the parents of elementary children would tend to view the principal as one who is taking care of the child from a formative aspect, one of protectorate and instiller of values and beliefs, preparing the child for the

affective nature of life. In contrast, conjecture would also predict that the secondary principal would be viewed as one who is preparing the child for the effective aspects of life, preparation for a career and the tangible rewards of a successful life. Parents feel more in touch with the earlier, affective nature of the child's development and are more inclined to become involved in the formative years. As a result, elementary principals find more of a need to maintain direct contact with the parents during the elementary years.

As students move into the secondary years of their education, parents tend to delegate the responsibility for education to the school and the principal. As a result, the parents become less involved. Contact is needed and desired by the parents, but to a lesser degree because of their own involvement in their jobs, making a comfortable living, and taking care of their personal lives. As the educational organization becomes more complex and the students prepare for college and the world of work, parents tend to feel less in control of their child's life. As a result also become less involved in the school.

## DISTRICT OFFICE ACTIVITIES:

The fact that the principals reported an allocation of only 5.17% of their activities to district office activities, verifies their perceived notions of a lack of intervention and interference in the operation of the school (figures 23 and 24), and also indicates that the parameters expressed by the principals are being invoked. The parameters appear in figure 43 to be in the form of administrative-managerial activities of reporting and verifying operational conditions to superintendents, the board of education, state inspectors and agencies. The majority of the activities were reported by the elementary principals, 63.04%, with an emphasis on completing district office reports and attending board of education meetings. The secondary principals reported to have participated in 36.96% of the activities with an emphasis on telephone calls and conferences with the superintendent, usually in crisis situations, and also with an emphasis on board of education meetings. Attendance at the board meetings for the elementary principals, involved prior preparation of a report to be given by the principals at the meeting. The secondary principals usually attended as a member of the audience or in advisory capacities.

### DISTRICT OFFICE ACTIVITIES

ACTIVITY	SECONDARY RANK %	ELEMENTARY RANK %	COMPOSITE RANK %
BOARD OF EDUCATION MEETINGS	1 (38.48%)	2 (25.79%)	1 (30.48%)
DISTRICT OFFICE REPORTS	4 (05.80%)	1 (37.49%)	2 (25.77%)
SUPERINTENDENT: CALLS/CONFERENCES	2 (33.16%)	4 (12.63%)	3 (20.22%)
CENTRAL OFFICE MEETINGS	5 (04.57%)	3 (17.45%)	4 (12.69%)
FEDERAL/STATE REPORTS	3 (17.39%)	8 (01.03%)	5 (07.07%)
STATE INSPECTORS/AUDITS	7 (00.35%)	5 (02.47%)	6 (01.66%)
BOARD OF EDUCATION: CALLS/VISITS	6 (00.35%)	6 (01.85%)	7 (01.30%)
DISTRICT OFFICE MAIL	8 (00.00%)	7 (01.29%)	8 (01.88%)

(Figure 43)

As indicated in figure 43, district office activities were reported as an administrative-managerial function involving the reporting of facts and figures. Central office meetings involved the relating of facts and concerns from the central office to the principals. The remainder of the activities consisted of the relaying of information from the school setting to the central office.

Under the function, planning (pages 124-130), it was stated that the planning stage of program development was an activity of the central office, that alterations in curriculum and program development originates in the central office. Educational reform and change are reflected in the requests for principals to implement the central office dictates. Just as the time logs did not reveal activities related to the Educational Reform Movement on the part of the principals, neither did they reveal activities on the part of the central office related to that purpose. The activities were primarily those of budgeting, discipline, and parental concerns. The role of the principal under the function of district office activities is directly related to the roles enacted by the central office. As long as the requests from the central office are of an administrative-managerial emphasis, activities of the principals in response to the central office will also be of an administrative-managerial emphasis.

## TEACHER ACTIVITIES:

Teacher activities, taking less than one percent of the principals' time allocation, .57%, identifies the activities under this function as being less than significant in influencing the educational-instructional emphasis of the Illinois principal. To a teacher with family problems, financial problems, marital problems, or even a flat tire, the time spent by the principal in listening or assisting is significant. A school setting, existing as a community within a community, cannot escape from the day-to-day routines that effect the lives of those involved. As students become involved in the influences outside of the school setting, so do teachers. Not taking the time will, without doubt, become a main topic of discussion and controversy in the Teachers' Lounge. In the mode of personnel supervision, assistance in specific circumstances in the personal problems of a teacher may be the key to alleviating problems and complaints stemming from poor classroom management and teaching techniques by suggesting forms of assistance or even by counseling the staff member to a different profession.

Teacher activities under personnel supervision are of an administrative-managerial nature. Except for negotiations, and teachers' union activities, they consist of the social interaction between the principal and the teaching staff.

### TEACHER ACTIVITIES

ACTIVITY	SECONDARY RANK %	ELEMENTARY RANK %	COMPOSITE RANK %
TEACHER CONFERENCES PERSONAL PROBLEMS	3 (16.06%)	1 (48.61%)	1 (35.63%)
TEACHER CONFERENCES TEACHERS' LOUNGE	2 (16.90%)	2 (17.59%)	2 (17.32%)
TEACHERS' UNION NEGOTIATIONS	4 (14.66%)	3 (16.67%)	3 (15.87%)
STAFF PARTIES	1 (27.23%)	5 (05.56%)	4 (14.20%)
DINNER/LUNCHEONS	5 (12.57%)	4 (11.57%)	5 (11.97%)
HOSPITAL VISITS	6 (09.78%)	6 (00.00%)	6 (03.90%)
MEMOS	7 (02.80%)	6 (00.00%)	7 (01.11%)

(Figure 44)

Visibility of the principal not only involves classroom visitations, but a cup of coffee and a roll in the teachers' lounge can initiate informal, but informative discussions on concerns from the teaching staff. Simply noticing who sits with who and in what area is a good indicator of internal social networking of the staff. A school setting, being a community within a community, cannot escape from the day-to-day routines that effect the lives of those involved. As students become involved in the influences outside of the school setting, so do teachers.

Gilbert Weldy describes the principal as one who is "everything to everybody." Among the principal's responsibilities is the development of a leadership role that sets the school tone, not only concerning the climate for learning and professionalism, but also the morale of the teachers.<sup>135</sup> Businesses and industries have discovered that people within the work place are:

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<sup>135</sup>Gilbert R. Weldy, Principals - What They Do and Who They Are, (Virginia: NASSP, 1979) p. 1.

1. Less anxious and depressed and more satisfied with their jobs and lives in general.
2. More convinced that other people have fun at work.
3. More motivated by their work.
4. More creative at work.
5. Better able to meet job demands and less likely to be absent or late to work.<sup>136</sup>

Staff parties after school or an informal beer after supervising an activity with the supervising teachers, impromptu birthday cards and wishes, cards of empathy for illnesses and family hardships, formal dinners and luncheons in the student and faculty cafeteria, and memos of congratulations or a hand shake all develop a rapport for a more positive teaching climate in the school site. Especially during the initial socialization process of a new principal, showing care and concern for the individual outside of the school setting develops an atmosphere of trust and mutual respect that may facilitate ease in all areas of the principal's activities where teachers are involved. One hour or less of an empathetic ear may open the door to a year without teacher dissatisfaction that would otherwise lead to instructional problems, discipline problems, parental complaints, community complaints, and district office intervention.

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<sup>136</sup>David J. Abramis, "Finding Fun at Work," Psychology Today, (New York: PT Partners L. P., March, 1989) p. 38.



## PERSONAL ACTIVITIES:

Just as the students and teachers have personal lives, so do the principals. Personal activities as a function of the principal does not fall under the categories of either educational-instructional or administrative-managerial functions. There are no activities involved in this particular function that involves the running of the school or the instructional program. Taking 2.52% of the principal's time allocation does identify the activities as an integral part of the principal's day, and as a result, has been included.

### PERSONAL ACTIVITIES

ACTIVITY	SECONDARY RANK %	ELEMENTARY RANK %	COMPOSITE RANK %
LUNCH	1 (78.05%)	1 (83.25%)	1 (81.23%)
BREAK	3 (04.10%)	2 (10.83%)	2 (08.25%)
DOCTOR/DENTIST	4 (02.62%)	3 (03.65%)	3 (03.25%)
FITNESS WORKOUT	2 (05.58%)	8 (00.00%)	4 (02.16%)
TRAVEL TIME	3 (04.19%)	8 (00.00%)	5 (01.62%)
JURY DUTY	4 (02.62%)	8 (00.00%)	6 (01.01%)
WASHROOM	5 (01.71%)	6 (00.51%)	7 (00.97%)
SOCIAL COMMITTEE	8 (00.00%)	4 (00.88%)	8 (00.54%)
VOTING	8 (00.00%)	5 (00.66%)	9 (00.41%)
BANKING	6 (00.87%)	8 (00.00%)	10 (00.34%)
INSURANCE	7 (00.17%)	7 (00.22%)	11 (00.20%)

(Figure 45)

The Illinois principal averages ten hours a day to the position, with very little time allocated to personal needs and activities. It was evident that the activities that individuals in other professions would take for granted such as washroom breaks, lunch, or even dinner are activities that the principal takes whenever the opportunity occurs. Personal activities that involve the functioning of the home and personal life (more evident for the female principal) such as paying of bills, voting, or visits to the doctor or dentist are not be taken for granted, but usually take a back seat to school related activities.

## **CHAPTER V**

### **CONCLUSION, RECOMMENDATIONS, IMPLICATIONS FOR FURTHER STUDY**

One thousand principals were identified throughout Illinois. Each principal was requested to complete a demographic survey in order to determine various aspects of the principal's personal characteristics, the characteristics of the particular school and community, and perceived activities and roles. Each principal was also requested to maintain a detailed time log of activities for a time period of one week, indicating the activities and the amount of time in minutes allocated to each activity. Each activity was classified under one of eleven predetermined functions:

PERSONNEL SUPERVISION  
PLANNING  
PROFESSIONAL DEVELOPMENT  
PROGRAM DEVELOPMENT  
SCHOOL/BUILDING MAINTENANCE  
STUDENT ACTIVITIES  
STUDENT BEHAVIOR  
COMMUNITY ACTIVITIES  
DISTRICT OFFICE ACTIVITIES  
TEACHER ACTIVITIES  
PERSONAL ACTIVITIES

Each function was identified and characterized under one of three categories:

EDUCATIONAL-INSTRUCTIONAL EMPHASIS  
ADMINISTRATIVE-MANAGERIAL EMPHASIS  
PERSONAL ACTIVITIES

Having determined the emphasis of each activity performed by each principal, a mean percent of time allocation was calculated to classify each principal as either educational-instructional or administrative-managerial. In each case, an analysis was made in order to determine whether or not a dif-

ference existed between the elementary and secondary school principals, and whether or not each factor identified in the demographic survey posed a significant influence in the role emphasis of the Illinois principal.

The purpose of the research was:

- 1) To refine the definition of Instructional Leadership as it applies to the Illinois principal.
- 2) To identify the activities and roles of the Illinois school principal.
- 3) To classify the Illinois school principal as either educational-instructional or administrative-managerial based on the refined leadership definition.
- 4) To determine whether or not the 51%/49% mandate of Educational Reform Act is being adhered to as prescribed by the Illinois State Board of Education.
- 5) To determine whether or not the mandate as it is currently defined, is realistic in its present state.

## **CONCLUSIONS**

### **DEMOGRAPHIC SURVEY:**

- 1) There exists a significant difference in the role emphasis between the male and female principals.
  - a) The Illinois principalship is a male-dominated profession.
  - b) The number of female principals is on a gradual decline.
  - c) Female principals report more of an emphasis on educational-instructional activities than do male principals
- 2) There was no direct relationship discovered between the degrees earned by the Illinois principals and allocation of time to either the educational-

instructional or administrative-managerial emphasis.

- a) The number of advanced degrees earned is on the increase.
  - b) The training, not the degree, tends to influence the overall emphasis.
- 3) There is a direct relationship between the number of years as a principal and the educational-instructional emphasis.
- a) The principals show a steady increase in the educational-instructional emphasis in the earlier years in the position.
  - b) After twenty years, the activities with an educational-instructional emphasis decline.
- 4) The effect of the number of years in educational administration on the educational-instructional emphasis is similar to that of the number of years as a principal.
- a) Male principals indicate more years in administration than do female principals
  - b) The Illinois principals indicate a high degree of horizontal and vertical mobility within the profession.
- 5) The number of students enrolled in the schools does not effect the percent of time allocation to the educational-instructional emphasis.
- a) Illinois is characterized as consisting primarily of schools with smaller school populations.
- 6) The size of the community is inversely proportional to the percent of time allocation to the educational-instructional emphasis.
- a) The smaller the community, the larger the percent of time allocation to the educational-instructional emphasis.

- b) The majority of schools responding to this survey are from smaller communities.
- 7) The Illinois school principals perceive themselves as being in control of their role emphasis.
  - a) The preference of the Illinois school principal is to allocate activities in school management, supervision, student activities, and student behavior.
  - b) The principals tend to delegate responsibility for educational-instructional activities to others and maintain control of the administrative-managerial functions.
  - c) The principals view themselves as instructional leaders, but indicate an inability to concentrate on activities with an educational-instructional emphasis.
  - d) The principals are unclear as to what constitutes an educational-instructional emphasis.

#### **ADMINISTRATIVE FUNCTIONS:**

- 1) The Illinois school principals allocate the majority of their time to administrative-managerial functions.
- 2) No significant difference exists in the mean percent of time allocation to the functions between the elementary and secondary school principals.
- 3) A significant difference does exist in the number and types of activities within each function.

#### **ADMINISTRATIVE-MANAGERIAL EMPHASIS:**

- 1) School/Building Management:
  - a) Comprises one-third of the principals' time allocation.
  - b) Elementary principals indicate a larger percent of time allocation than do the secondary principals.

2) Student Activities:

- a) The percent of time allocation is relatively the same for both the secondary and elementary principals.
- b) Secondary principals concentrate on those activities related to extra-curricular events.
- c) Elementary principals concentrate on those activities regarding in-house management and social and informational events.

3) Student Behavior:

- a) No significant difference in the percent of time allocation between the secondary and elementary principals.
- b) The majority of the time allocation was directed to improper student behavior and discipline problems.
- c) Principals reported a small percent of time allocation to those behaviors considered proper behavior.
- d) The principals indicated a preference not to delegate student behavior activities to other individuals.

4) Community Activities:

- a) The majority of the activities were reported by elementary principals.
- b) The percent of time allocation was influenced by the time of year: Halloween and parent/teacher conferences.
- c) Elementary principals indicated more of a concentration of activities involving direct contact with parents.
- d) Secondary principals indicated more of a concentration of activities outside of the school setting and within the community.

**5) District Office Activities:**

- a) The reported time allocation and types of activities indicate very little intervention in the functioning of the school on the part of central office.
- b) The elementary principals reported the majority of activities in this function.
- c) The elementary principals reported activities that involved written reports on the operational conditions of the school site.
- d) Secondary principals reported activities involving meetings and phone calls, usually in crisis situations.

**6) Teacher Activities:**

- a) No significant difference was discovered between the elementary and secondary principals.
- b) The total number of activities in this category indicates no significant influence on the role emphasis of either the elementary or secondary principals.

**EDUCATIONAL-INSTRUCTIONAL ACTIVITIES:****1) Personnel Supervision:**

- a) The elementary principals reported a predominance of activities in this area.
- b) Secondary principals indicate a preference in allocating these activities to others.
- c) Secondary principals indicated a preference for group work shops and in-service programs.
- d) The majority of the activities were in the area of summative evaluation, formative activities, and informal contacts for the elementary principals.
- e) No principals indicated the use of collegiality

or peer group evaluation techniques.

2) Planning:

- a) Planning was discovered to be of a low priority in time allocation for both the elementary and secondary principals.
- b) Elementary principals reported a predominance of the planning activities.
- c) Planning is more of a function of the central office staff than that of the school principal.

3) Program Development:

- a) An insignificant amount of time allocation was indicated by either the elementary or secondary principals.
- b) No significant difference existed between the time allocation of the elementary and secondary principals.

4) Professional Development:

- a) A significantly small percent of time was discovered to have been allocated to professional development.
- b) The vast majority of activities were reported by the elementary principals.
- c) Elementary principals reported activities where they would be absent from the school site.
- d) Secondary principals reported activities where they would not leave the site, indicating a hesitance to assign the operational responsibility to others in their absence.

An analysis of the educational instructional and administrative-managerial emphasis indicates no particular difference between the secondary and elementary school principals (figure 46). Where the difference does exist



is the reported number of activities within each function.

### ILLINOIS SCHOOL PRINCIPAL'S DAILY TIME ALLOCATION

FUNCTION	SECONDARY	ELEMENTARY
Personnel Supervision	1 hr 53 min	1 hr 54 min
Planning	32 min	31 min
Professional Development	16 min	34 min
Program Development	20 min	16 min
Educational-Instructional	3 hr 1 min	3 hr 15 min
School Management	3 hr 7 min	3 hr 19 min
Student Activities	1 hr 14 min	43 min
Student Behavior	1 hr 10 min	1 hr 7 min
Community Activities	26 min	37 min
District Office Activities	27 min	33 min
Teacher Activities	3 min	4 min
Administrative-Managerial	6 hr 17 min	6 hr 21 min
Personal Activities	16 min	15 min

(Figure 46)

Analysis of the data would characterize the Illinois school principal as one who identifies with the educational-instructional emphasis, but who operates within the administrative-managerial emphasis. There exists exceptions, but the majority of the principal's time allocation is directed towards the administrative-managerial activities. One-third or 31.89% of the activities are of an educational-instructional emphasis, while two-thirds or 65.56% are of an administrative-managerial emphasis. Further analysis of each function indicates that the emphasis is under the control of the school principal in particular functions and the opportunity exists for a change in priorities and emphasis once the principal evaluates his or her own preferences as in stu-

dent activities (figure 37, page 113). Other functions are directly influenced by the time of year, district dictates and priorities, while others are influenced by the philosophical base and training received by the school principal.

This would lead to the conclusion that the Illinois school principal does not adhere to the mandate of Senate Bill 730, the Educational Reform Act, but since many of the role determining variables are not within the control of the principal, the conclusion would also indicate that just as the principals operate under an educational-instructional philosophy, but perform administrative-managerial activities, the mandate is reasonable in philosophy, but not in reality.

Research on effective schools indicates, that time and time again, one basis component exists: an effective principal with a strong emphasis towards instructional leadership. This research has refined the definition of the role of the Illinois school principal in terms of both instructional and managerial leadership. If, as indicated in this research, the Illinois school principal allocates at least two-thirds of the available time to an administrative-managerial emphasis, does this imply that the Illinois school principal is not an effective principal? No, what this tends to imply is that definition and role clarification need to be further refined and reflected in the mandate of the Educational Reform Act.

Once analyzed and clarified, further analysis will indicate that administrative-managerial activities are as vital to the effective functioning of the school and the production of effective and affective learning environments as are the educational-instructional activities. One goes hand-in-hand with the other.

## RECOMMENDATIONS

The conclusions from this research project would indicate the need for an over-haul of the role of the school principal is necessary. Prior to reacting and initiating any major alterations in the educational-instructional roles of the Illinois school principal, the following recommendations need to be considered:

- 1) The definition of instructional leadership needs to be refined as those leadership roles directly related to the curriculum, teaching, and learning.
- 2) The philosophical foundation concerning the degree of importance of the educational-instructional emphasis or non-importance of the administrative-managerial emphasis needs to undergo intensive scrutiny by educational administrators.
- 3) Principals need to analyze their preferred activities in relation to the effective nature and learning climates of their own facilities and alter their time allocation emphasis to meet the needs of their particular student populations, teachers, buildings, and communities.
- 4) Collaborative network teams need to be developed within the school building to identify and define instructional and managerial aspects of the school site and the cultural aspects of the site and the community.
- 5) Governance philosophies on the part of the principal and the empowerment expectations for the teaching staff need to be identified, related, and instituted, placing the responsibility of the building operations on the entire staff, not just the principal.
- 6) Involvement of the internal and external school community needs to be instituted to instill an attitude of a shared responsibility for the educational program.
- 7) Central office personnel need to communicate and

provide philosophical foundations and support for efforts of the school building and its constituents not only in the managerial aspects, but especially, in the areas of planning, program development, and professional development.

- 8) Experts in the field of educational administration and institutes of higher learning need to provide more than a theoretical base for the school principal, including a practical "how-to" framework founded on tried and true principals of research.
- 9) Political factions need to provide basic guidelines considerations for educational improvement and reform, but should also provide the financial and political support to allow the local school districts and individual principals to incorporate educational reforms based on the needs of the individual school districts and schools.
- 10) It is the final recommendation that the Illinois State Board of Education and the Illinois State Legislature review the recommendations listed, and re-evaluate the mandates of Senate Bill 730, the Education Reform Act, based on the results of those recommendations.

## IMPLICATIONS FOR FURTHER STUDY

As is indicated throughout the research findings, the Illinois principals were requested to complete the time logs in October. The month of October was selected because it was assumed to be a time period where the activities of the principals would be least effected by demands that would otherwise be dictated by the time of the year. Each month of a school year draws upon the resources of the principal in order to meet annual activities. September's annual activities call for registration of new students. January involves Christmas activities, final exams, grades, schedule changes, and so on. February usually involves registration of students for the next school year and the development of the master schedule. May and June call for activities towards graduation and summative evaluation conferences. Since each month calls upon the principal to utilize time and resources directed towards different activities and different degrees of time allotment, it is reasonable to suggest that to conduct similar research on the principals' time allocation during different time periods is necessary in order to fully comprehend the role emphasis and leadership styles for the Illinois school principals. Other implications for further study are indicated throughout the research project and are indicated in the following pages, but it is the opinion of the author, that further analysis at differing time periods is most crucial.

## **RECOMMENDATIONS/IMPLICATIONS FOR FURTHER RESEARCH**

### **Chapter III: Demographic Survey**

- 1) A study of the "old boy" network vs. the "old girl" network or a study of career ladder trends of the male and female principals.
- 2) A study of the retirement patterns of the Illinois school principal and the demographic characteristics of principals taking their positions.
- 3) A study of the longevity patterns of the female and male principals in relation to the pressures and demands of their private lives.
- 4) A study of the whereabouts of those female principals leaving the principalship.
- 5) A study of the educational administrative training programs of the Illinois school principals.
- 6) A study of the content of the course work taken in educational administrative programs.
- 7) A study to determine the reasons that educational-instructional emphasis decreases after twenty years as principal.
- 8) A study of the "turn-over" rate of principals in Illinois: vertical and horizontal mobility factors.
- 9) A study of the factors determining the preference of activities on the part of the principal.

### **Chapter IV: Time Logs**

- 1) A study of the principals' activities during different months of the school year.
- 2) A study of the number of "Golden Time Gobblers" in each building and the adverse effects of those teachers on the effective nature of the educational programs and the time allocation of the school principal.

- 3) A study of the types of behavioral problems encountered by the school principal and the time allocation to each discipline area.
- 4) A study of the amount of in-service and its relationship to on-going teacher development programs to half-day workshops.
- 5) A study of the cultural climates in relation to the historical emphasis and support for the school from individual communities.
- 6) A study of the status of planning by the central office personnel and the expectations for the school principal.
- 7) A study of the educational background experience of principals prior to going into the field of educational administration.
- 8) A study of the status and attitudes of the central office personnel in relation to implementation of state mandated reorganization.
- 9) A study of the expectations and attitudes of parents and changing belief patterns as their children grow older in regards to the school's responsibility.

Further research is also necessary in determining the relationship between effectiveness and the roles enacted by the school principals responding to this inquiry. Principal characteristics and behaviors are difficult to measure and correlate with the degree of effectiveness of the individual principals. Surveys, time logs, and shadowing techniques do not consider contextual and situational factors. Much research has been conducted concerning the effective principals and their effects on student learning. In each case, research has been conducted in schools identified as effective schools. That research first identifies the schools, then identifies them as being led by

instructional leaders. In this research, the principals have been identified as administrative-managerial leaders. The next step would be to determine if those principals identified as administrative-managerial leaders are also principals of effective schools.

It is the opinion of this researcher that based on personal experience, comments and reactions by the respondents, and factual data included within, that maintenance of a "positive educational and learning climate" cannot lie solely within the realm of educational-instructional activities. Until such time as it can be determined that maintenance of the school facility through administrative-managerial leadership and activities does not influence the positive learning environment, those activities and functions cannot be discounted by the policy makers in Illinois.

A sound knowledge of one's own personal style and personal strengths and weaknesses is essential. A leader must be able to identify supporting individuals to complement his or her own abilities, and to use behaviors that are most likely to be effective...leadership clearly involves more than a single individual, although it may be the skill of the individual marshalling all of the potential resources and orchestrating the strategy that enables the organization to perform well.<sup>137</sup>

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<sup>137</sup>Lorri Manasse, "Effective Principals: Effective at What?" Principal, (March, 1982).



## **APPENDIX**

**SURVEY  
ON  
THE SCHOOL PRINCIPALSHIP**

Dear Principal:

Most of the questions that follow ask that you check one of the appropriate answers; however, some of the questions ask that you write the answer in the space provided. The value of this survey depends on how honestly and carefully you answer the questions. Please attempt to answer every question. For some questions none of the alternatives may correspond exactly to your situation or to the opinion you hold. In such cases mark the alternative which comes closest to the answer you would like to give.

Thank you for your cooperation and assistance in this survey.

Roy L. Stephens  
Assistant Principal  
Waukegan East High School  
District 60

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1. What is your job title?

- a) ☐ Principal-High School
- b) ☐ Principal-Junior High School or Middle School
- c) ☐ Principal-Elementary School

2. What is your sex?

- a) ☐ Male
- b) ☐ Female

3. What is your age?

- a) ☐ Under 25
- b) ☐ 26 to 30
- c) ☐ 31 to 40
- d) ☐ 41 to 50
- e) ☐ 51 to 60
- f) ☐ Over 60

4. What is the highest degree you hold?

- a) ☐ Less than a BA
- b) ☐ BA degree
- c) ☐ Master's degree in education
- d) ☐ Master's degree not in education
- e) ☐ Master's degree plus additional graduate work
- f) ☐ Master's degree plus all course work for doctoral degree
- g) ☐ Specialist degree
- h) ☐ Dr. of Education or Philosophy
- i) ☐ Other, specify \_\_\_\_\_

5. Which of the population categories best describes the locality of the school of which you are principal?

- a) ☐ City, more than 1,000,000
- b) ☐ City, 150,000-999,999
- c) ☐ Suburban, related to city 150,000 population or more
- d) ☐ City, 25,000-149,000 population distinct from a metropolitan area
- e) ☐ City, 5,000-24,999, not suburban
- f) ☐ Town or rural under 4,999

6. How many students are enrolled in your school?

- a) ☐ Fewer than 250
- b) ☐ 250 to 499
- c) ☐ 500 to 749
- d) ☐ 750-999
- e) ☐ 1,000-1,499
- f) ☐ 1,500 to 1,999
- g) ☐ 2,000 to 2,999
- h) ☐ 3,000 to 3,999
- i) ☐ 4,000 or more

7. How many teachers are assigned to your building? \_\_\_\_\_

8. Do you have other staff members or administrators in your building to which you can delegate administrative responsibilities?

- a) ☐ Yes
- b) ☐ No

9. What are their job titles? (check)

- a) ☐ Assistant Principals
  - b) ☐ Deans
  - c) ☐ Department Chairpersons
  - d) ☐ Lead or Master Teachers
  - e) ☐ Other (explain)
- 

10. In what areas of administration are they involved?

- a) ☐ Curriculum Development
  - b) ☐ Staff Development
  - c) ☐ Supervision
  - d) ☐ Teacher Evaluation
  - e) ☐ Other (explain)
- 
- 

11. How long have you been in Public School administration?

- a) ☐ Less than 1 year
- b) ☐ 1 year to 5 years
- c) ☐ 5 years to 10 years
- d) ☐ 10 years to 20 years
- e) ☐ over 20 years

12. How many years have you served as principal in your present building

- a) ☐ Less than one year
- b) ☐ 2 years
- c) ☐ 3 years
- d) ☐ 4 years
- e) ☐ 5 years
- f) ☐ 6 years
- g) ☐ 7 years
- i) ☐ 8 years

13. What term would best describe your position as a principal?

- a) ☐ Instructional Leader
- b) ☐ Managerial Leader

14. How much freedom do you have in planning and doing your work?

- a) \_\_\_ A great deal
- b) \_\_\_ A fair amount
- c) \_\_\_ Very little
- d) \_\_\_ None

15. Why did you answer Question No. 14 as you did? (explain)

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16. What would you find most helpful in fulfilling your role as Principal? (explain)

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17. List three things that you like most about your job. (explain)

- a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_

18. List three things that you feel handicap you the most in the fulfilling of your role as Principal. (explain)

- a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_

19. Have you or your district had inservice training on:  
(check)

- a) ☐ Time on Task for the school administrator?
- b) ☐ Administrative-Managerial Leadership?
- c) ☐ Educational-Instructional Leadership?

20. What percent of your time do you estimate that you devote to instructional leadership and management and operations?

- a) Instructional Leadership  
 (percent)
- b) Management and Operations  
 (percent)

21. Are you aware of the mandates of The Educational Reform Act of Illinois in regards to the amount of time that is to be devoted by the principal for Educational-Instructional and Administrative-Management emphasis?  
(check)

- a) ☐ Yes
- b) ☐ No

## ADMINISTRATIVE FUNCTIONS

PRINC	M/BM	I/PS	M/SA	M/SB	I/PG	I/DV	M/CA	I/PD	M/DOA	M/TA	I	M	P
007	04.6	14.2	09.3	03.9	01.0	11.3	04.9	01.9	04.5	02.9	28.5	71.5	00.0
015	30.0	05.4	20.0	17.3	01.4	01.9	04.6	03.6	09.7	02.5	12.5	84.1	03.4
028	14.2	14.3	28.4	17.4	00.6	04.8	03.4	02.8	07.4	02.4	22.5	73.2	04.3
029	19.8	28.1	09.0	08.9	18.0	00.0	02.7	00.0	07.2	01.8	46.1	49.4	04.5
030*	22.0	38.7	06.5	02.2	19.4	03.2	00.0	00.0	06.5	00.0	61.3	37.1	01.6
044*	13.5	36.5	21.9	03.1	18.8	00.0	00.0	04.7	00.0	00.0	59.9	38.5	01.6
048	31.5	05.0	05.5	09.5	15.9	06.0	07.3	00.0	14.4	02.5	26.9	70.6	02.5
049	47.1	41.2	00.0	00.0	00.0	00.0	00.0	00.0	05.9	00.0	41.2	52.9	05.9
051	11.4	21.9	05.2	06.8	02.3	06.9	01.6	04.1	03.8	00.4	35.3	62.4	02.3
054	30.6	41.1	00.0	17.5	02.3	05.1	03.4	00.0	00.0	00.0	48.5	51.5	00.0
075	20.4	16.1	06.2	10.8	19.1	00.6	12.0	05.2	05.8	00.0	41.0	55.3	03.7
080*	08.6	51.4	00.0	08.6	14.3	11.4	00.0	00.0	00.0	00.0	77.1	17.2	05.7
085	25.5	29.8	26.1	03.7	00.0	00.0	00.0	00.0	14.9	00.0	29.8	70.2	00.0
092	22.9	38.3	12.3	07.9	00.0	00.0	01.2	00.0	15.4	00.0	38.3	59.7	02.0
105	33.4	06.4	09.8	19.7	10.7	02.1	06.0	00.0	05.9	00.0	19.2	74.8	06.0
116	09.6	27.1	07.6	00.9	16.3	00.0	01.8	00.0	00.0	00.0	43.4	56.6	00.0
117	100.	00.0	00.0	00.0	00.0	00.0	00.0	00.0	00.0	00.0	00.0	100.	00.0
119	20.1	27.0	03.4	04.7	06.6	05.2	09.7	09.7	02.4	00.0	48.5	41.1	10.4
121	35.5	21.3	13.4	08.7	10.6	00.0	00.0	00.0	07.9	00.0	31.9	65.5	02.6
128	33.3	03.5	00.0	14.0	10.5	00.0	21.0	17.5	00.0	00.0	31.6	68.4	00.0
137	57.4	01.4	08.5	24.3	00.0	00.0	00.0	00.0	08.5	00.0	08.5	91.5	00.0
138	54.3	08.7	19.7	13.0	00.0	00.0	01.4	00.0	00.0	00.0	08.7	88.4	02.9
143	28.1	08.1	39.6	07.0	08.0	00.0	06.2	00.2	01.5	01.3	16.2	83.8	00.0
148	20.3	04.2	49.0	26.5	00.0	00.0	00.0	00.0	00.0	00.0	04.2	95.8	00.0
156	45.0	05.5	22.6	18.0	00.0	00.0	02.1	01.8	01.7	00.0	07.3	89.5	03.2
158	39.5	11.8	06.8	31.3	01.6	00.0	03.7	00.0	04.1	00.0	13.5	85.3	01.2
163	43.8	36.6	06.0	12.1	00.0	00.0	01.5	00.0	00.0	00.0	36.6	63.4	00.0
165	30.5	25.8	03.5	13.1	00.0	00.0	04.6	14.8	01.2	00.0	40.6	54.0	05.4
174	40.2	13.4	00.0	25.8	04.7	00.0	08.7	00.0	04.1	00.0	18.1	78.7	03.2
179	23.8	12.2	18.9	17.4	00.0	10.9	08.7	00.7	02.8	00.5	24.0	72.0	04.0
185	44.7	11.2	14.7	16.6	00.0	00.0	00.0	00.6	09.8	00.0	11.8	85.7	02.5
188	31.0	25.7	03.3	09.0	02.8	10.7	02.6	03.0	01.6	07.2	42.3	54.7	03.0
203	26.8	22.0	10.4	09.7	08.6	09.1	00.0	10.7	00.0	00.5	50.4	47.4	02.1
205	96.0	00.0	00.0	04.0	00.0	00.0	00.0	00.0	00.0	00.0	00.0	100.	00.0
214	30.0	28.0	00.0	17.8	11.2	00.0	10.3	00.0	02.8	00.1	39.3	60.7	00.0

233	28.4	05.4	43.0	20.4	00.0	00.0	00.0	00.0	00.0	00.0	05.5	91.8	02.7
235	21.3	23.1	00.0	39.8	00.0	11.1	00.0	00.0	00.0	00.0	34.3	61.1	04.6
237	23.4	12.1	18.6	12.1	00.7	04.1	22.3	00.0	01.2	00.5	17.0	78.1	04.9
241	27.9	12.5	22.1	03.5	01.1	13.1	00.3	17.8	00.7	00.0	44.6	54.5	00.9
251	20.0	16.7	07.8	18.6	04.3	24.0	03.1	00.0	04.1	00.0	45.0	53.6	01.4
288	11.8	04.9	26.3	04.2	00.0	05.8	04.8	00.0	37.3	01.5	10.8	86.0	03.2
294*	17.0	36.2	00.0	11.1	05.0	00.0	07.8	19.0	01.1	00.0	60.2	37.0	02.8
301	11.9	19.1	20.7	05.6	06.5	01.9	13.9	01.0	13.3	01.3	28.6	66.7	04.7
305	39.5	20.3	05.4	11.3	04.0	03.3	13.3	02.5	00.4	00.0	30.1	69.9	00.0
318	19.9	14.2	33.3	13.8	09.0	00.0	06.7	03.0	00.0	00.0	26.2	73.8	00.0
329	09.1	18.2	00.0	19.4	10.3	18.2	21.8	00.0	00.0	00.0	46.7	50.3	03.0
337	48.5	00.0	09.7	23.3	00.0	00.0	07.8	00.0	10.7	00.0	00.0	100.	00.0
345	27.3	09.5	03.4	03.6	04.6	01.3	21.3	18.1	09.1	00.4	33.5	65.2	01.3
363	18.5	19.9	00.5	30.9	23.5	00.0	00.0	00.0	00.0	00.0	43.3	49.9	06.8
368	30.0	24.0	00.0	32.0	14.0	00.0	00.0	00.0	00.0	00.0	38.0	62.0	00.0
379	27.2	15.3	00.0	05.5	14.8	00.8	14.5	15.2	00.0	00.0	46.2	47.2	06.6
384*	24.7	20.0	10.4	01.5	01.1	11.8	03.2	18.7	01.1	06.8	51.9	47.7	00.7
390	33.7	13.5	12.7	01.9	01.0	00.0	12.7	01.9	17.6	00.0	16.3	78.6	05.1
391	27.1	20.0	25.2	00.0	00.0	03.9	00.0	00.0	20.0	00.0	23.9	72.3	03.9
408	30.0	10.0	22.5	30.0	00.0	00.0	05.0	00.0	00.0	00.0	10.0	87.5	02.5
416	66.7	22.2	00.0	00.0	00.0	00.0	00.0	00.0	00.0	00.0	22.2	66.7	11.1
429	56.5	15.7	27.8	00.0	00.0	00.0	00.0	00.0	00.0	00.0	15.7	84.3	00.0
438*	41.7	21.2	02.6	00.0	23.2	06.9	00.0	00.0	00.0	00.0	51.3	44.2	04.5
448	41.2	12.4	14.4	09.3	00.0	00.0	15.5	00.0	04.1	00.0	12.4	84.5	03.1
450*	25.4	20.5	01.5	07.9	08.9	03.7	02.0	21.4	07.8	00.3	54.5	45.0	0.05
466	38.6	21.1	05.3	05.3	05.3	05.3	15.8	00.0	00.0	00.0	31.6	64.9	03.5
468	50.2	00.0	19.0	09.5	14.2	00.0	04.7	00.0	00.0	00.0	14.2	83.4	02.4
478	47.8	21.1	01.8	15.9	00.0	00.0	03.3	04.7	03.5	00.0	25.8	72.4	01.8
485	49.7	11.6	04.0	11.6	00.0	17.9	00.0	00.0	00.0	00.0	29.5	65.3	05.2
499	66.8	30.3	00.0	00.0	00.0	00.0	00.0	00.0	00.0	00.0	30.3	66.8	02.9
509	27.6	37.8	00.0	08.5	03.8	06.6	05.3	00.0	07.0	00.9	48.1	49.3	02.6
539	55.3	36.6	00.0	00.0	00.0	00.0	03.3	00.0	00.0	06.7	36.7	63.3	00.0
545	05.2	02.8	08.7	22.3	05.6	12.1	03.3	00.0	35.3	04.6	20.4	79.6	00.0
554	20.8	36.3	02.1	06.5	08.8	03.9	08.1	00.0	08.8	04.1	48.9	50.4	00.6
556	22.6	21.6	09.1	09.1	00.0	01.4	04.9	05.6	14.0	00.7	28.6	60.2	11.2
578	23.3	31.4	03.8	03.8	00.0	00.0	00.0	00.0	37.7	00.0	31.4	68.6	00.0



581	44.1	19.3	08.2	20.5	01.2	00.0	02.2	00.8	02.0	01.2	21.3	78.1	00.6
582	19.7	14.7	05.6	14.7	07.7	00.8	03.3	28.9	00.0	03.1	50.1	46.4	03.5
584	15.2	24.8	05.5	01.4	04.5	00.0	05.2	19.0	04.2	01.3	42.2	49.4	05.9
598	13.0	25.5	01.3	06.1	07.0	00.0	37.6	07.6	00.7	00.6	40.2	59.2	00.6
601	11.5	30.9	07.5	13.7	03.6	03.4	00.0	07.1	17.4	00.0	45.1	50.1	04.8
602	54.6	15.9	01.0	12.3	01.1	00.5	02.8	00.8	06.2	01.5	18.2	78.4	03.4
613*	18.2	23.2	00.0	11.4	04.6	11.2	01.3	21.4	04.2	00.0	60.4	35.2	04.4
615	48.8	04.7	11.6	19.8	00.0	14.0	00.0	00.0	01.2	00.0	18.6	81.4	00.0
620	23.0	04.4	13.3	05.9	33.3	00.0	17.8	00.0	00.0	02.2	37.8	62.2	00.0
630	39.3	10.7	09.5	14.3	02.4	00.0	07.1	00.0	02.4	00.0	13.1	72.6	14.3
631	13.4	10.1	11.1	36.0	12.8	01.0	03.2	07.1	03.6	00.6	31.0	69.0	00.0
638	43.4	23.4	07.7	03.4	00.0	00.3	05.6	14.0	00.0	00.0	37.8	60.1	02.1
650	23.4	00.0	07.9	06.8	02.6	02.0	27.6	25.8	01.5	00.0	30.4	67.3	02.3
651	42.4	18.2	09.8	07.2	01.9	20.5	00.0	00.0	00.0	00.0	20.1	79.9	00.0
693	15.4	07.2	23.6	17.3	12.4	01.1	09.5	09.3	01.2	00.0	29.9	66.9	03.2
694	08.0	04.0	00.0	16.0	00.0	00.0	00.0	00.0	72.0	00.0	04.0	96.0	00.0
697	38.2	10.7	07.4	12.6	11.3	02.7	08.4	05.3	01.3	00.6	30.0	68.5	01.5
700	49.6	05.3	05.1	12.8	04.4	00.0	09.9	02.3	05.0	02.5	12.0	85.0	03.0
721	42.3	20.7	05.5	06.5	02.9	00.0	02.3	03.4	16.1	00.4	47.6	52.4	00.0
726	45.0	12.1	01.5	09.5	04.5	03.3	00.0	21.1	03.0	00.0	41.0	59.0	00.0
727	32.3	19.5	07.3	08.9	03.7	02.6	00.0	17.1	04.9	00.0	42.9	53.4	03.7
731	49.0	10.3	33.1	07.6	00.0	00.0	00.0	00.0	00.0	00.0	10.3	89.7	00.0
732	21.3	15.4	03.3	10.7	12.1	00.0	28.7	00.0	02.2	00.0	27.6	66.1	06.3
733*	26.2	35.8	00.0	15.9	09.3	06.1	00.0	00.0	01.2	00.0	51.2	43.3	05.5
739	30.8	08.9	28.0	10.2	09.6	00.0	03.8	00.0	00.0	00.0	18.5	72.6	08.9
741	23.5	30.6	00.0	09.2	06.1	00.0	30.6	00.0	00.0	00.0	36.7	63.3	00.0
750	25.6	47.4	00.0	02.6	00.0	00.0	00.0	00.0	15.4	00.0	47.4	43.6	09.0
751	48.0	15.2	13.4	02.8	05.9	01.2	00.0	01.6	04.7	00.0	23.9	68.8	07.3
755	23.5	12.2	07.7	04.9	09.3	03.6	10.7	11.6	12.4	03.9	36.6	63.1	00.3
756*	15.2	29.0	01.4	15.2	13.0	08.7	17.4	00.0	00.0	00.0	50.7	49.3	00.0
772	28.7	45.6	00.0	02.0	01.5	00.0	09.0	00.0	07.4	00.0	47.1	47.3	05.7
773	43.0	16.5	11.8	07.3	07.4	00.5	08.5	04.9	00.0	00.0	28.9	71.1	00.0
778	26.9	13.3	14.1	20.9	05.2	00.6	12.2	06.7	00.0	00.0	25.8	74.2	00.0
787	12.9	35.6	04.6	21.6	02.7	01.0	02.0	08.1	01.6	00.0	47.5	42.7	09.8
790	26.4	23.1	03.8	11.5	06.8	03.0	04.2	13.3	05.5	02.0	46.2	53.4	00.5
791	34.8	11.4	35.2	12.8	00.2	00.0	00.0	00.0	02.8	00.0	11.6	85.7	02.7

797	76.8	23.2	00.0	00.0	00.0	00.0	00.0	00.0	00.0	00.0	23.2	76.8	00.0
803*	14.4	29.9	19.8	11.3	04.2	00.0	00.0	19.6	00.4	00.2	53.7	46.1	00.2
813	45.1	38.9	00.0	08.0	05.1	00.0	00.0	00.0	00.0	00.0	44.2	53.1	02.7
814	15.4	04.4	00.8	04.1	09.6	05.6	15.4	00.9	42.5	00.0	20.6	78.3	01.1
816	26.8	15.7	07.1	18.2	00.0	00.5	00.0	14.1	09.1	00.0	30.3	61.1	08.6
821	31.3	15.7	05.0	06.3	03.7	01.2	26.2	08.3	00.0	00.0	28.8	68.8	02.4
823	30.9	17.5	06.8	13.7	09.4	00.0	07.6	05.0	06.0	00.0	31.9	65.0	03.1
824	26.3	09.3	16.1	28.0	10.2	00.0	10.2	00.0	00.0	00.0	19.5	80.5	00.0
827	03.8	08.5	15.4	27.4	13.0	04.8	05.2	12.6	08.9	00.3	38.9	61.1	00.0
832	33.9	24.8	14.2	16.2	00.9	00.0	05.1	00.0	00.0	02.7	25.7	72.1	02.2
835	79.8	00.0	00.0	00.2	00.0	00.0	00.0	11.5	00.0	00.0	11.5	88.5	00.0
837	24.4	08.5	06.7	05.8	03.0	10.7	06.5	02.4	00.0	02.0	46.6	45.4	07.9
853	46.7	16.2	06.5	08.7	06.5	00.0	06.7	06.5	00.0	00.0	29.2	68.6	02.2
866	30.4	11.1	12.1	12.7	12.9	06.5	07.1	00.0	04.2	00.0	30.4	65.4	04.2
884	52.8	11.9	11.0	05.0	00.0	00.0	09.6	06.9	02.8	00.0	18.8	81.2	00.0
890	56.3	29.1	00.0	14.6	00.0	00.0	00.0	00.0	00.0	00.0	29.1	70.9	00.0
904	51.2	10.8	24.7	13.3	00.0	00.0	00.0	00.0	00.0	00.0	10.8	89.2	00.0
912	43.4	23.5	07.7	03.4	00.0	00.3	05.6	14.0	00.0	00.0	37.8	60.1	02.1
918*	15.6	54.1	00.0	23.7	01.5	00.0	01.5	00.0	00.7	00.0	55.6	41.5	03.0
920	36.5	13.4	04.3	20.3	03.9	00.6	00.6	00.0	13.0	02.2	17.9	76.9	05.2
937	38.6	26.2	04.8	05.2	07.2	04.6	04.4	06.6	00.6	00.0	44.6	53.6	01.8
951	17.5	21.7	07.4	22.7	05.4	02.3	04.1	18.9	00.0	00.0	48.2	51.8	00.0
955	43.9	16.8	19.6	03.7	10.3	00.0	00.0	00.0	05.6	00.0	27.1	72.9	00.0
962	27.6	17.5	05.8	05.6	03.2	08.1	02.7	14.2	15.3	00.0	43.1	56.9	00.0
970	51.2	38.0	02.3	02.3	03.9	04.7	00.0	00.0	00.0	00.0	42.6	57.4	00.0
972	55.6	32.2	05.0	03.3	00.0	00.6	03.3	00.0	00.0	00.0	32.8	67.2	00.0
980	26.3	29.5	03.2	24.2	05.3	06.3	00.0	00.0	05.3	00.0	41.1	58.9	00.0
981	33.6	32.8	00.0	24.1	06.0	00.0	02.6	00.0	00.9	00.0	38.8	61.2	00.0
983*	27.3	09.0	14.5	10.0	10.5	00.3	03.1	40.3	02.8	00.6	51.1	48.3	00.6

Each figure represents the percent of total time allocated to each function.

**LEGEND:**

<b>PRINC</b>	<b>-Indicates a code number assigned to each principal</b>
<b>(*)</b>	<b>-Indicates those principals identified as allocating the majority of time allocation to an Educational-Instructional Emphasis</b>
<b>M/BM</b>	<b>-Managerial/Building Management Function</b>
<b>I/PS</b>	<b>-Instructional/Personnel Supervision Function</b>
<b>M/SA</b>	<b>-Managerial/Student Activities Function</b>
<b>M/SB</b>	<b>-Managerial/Student Activities Function</b>
<b>I/PG</b>	<b>-Instructional/Planning Function</b>
<b>I/DV</b>	<b>-Instructional/Program Development Function</b>
<b>M/CA</b>	<b>-Managerial/Community Activities Function</b>
<b>I/PD</b>	<b>-Instructional/Professional Development Function</b>
<b>M/DOA</b>	<b>-Managerial/District Office Activities Function</b>
<b>M/TA</b>	<b>-Managerial/Teacher Activities Function</b>
<b>P</b>	<b>-Personal Activities</b>
<b>I</b>	<b>-Educational-Instructional Emphasis</b>
<b>M</b>	<b>-Administrative-Managerial Emphasis</b>

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## APPROVAL SHEET

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The final copies have been examined by the director of the dissertation and the signature which appears below verifies the fact that any necessary changes have been incorporated and that the dissertation is now given full approval by the committee with reference to content and form.

The dissertation is therefore accepted in partial fulfillment of the requirements for the degree of Doctor of Education (Ed.D.).

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